

Mr. Lippincott

THE SCHOOL JOURNAL

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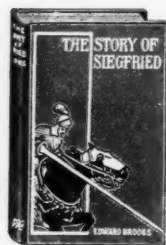
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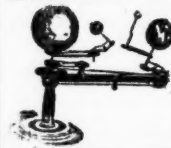
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXVII.

For the Week Ending October 10.

No. 13

Copyright, 1903, by E. L. Kellogg & Co.

Cooking in the City Schools.*

By Supt. J. M. GREENWOOD, Kansas City, Mo.

It was once the custom for mothers to teach their daughters how to do all kinds of housework, but in the rapid industrial changes, it is not now looked upon with popular favor. In reading the "wants" in our daily papers, those wishing household help as compared with the limited number seeking positions one is forcibly reminded that the "harvest is abundant, but the laborers are few."

What shall be done, is a question of no small magnitude. In answer to this inquiry, I see, at present, two lines along which something can be done to relieve the tension, and then only in part. The first is for mothers, whatever their situation in life may be, to teach their daughters how to keep a house in order, how to cook the common kinds of food, and to know something of how to cut, fit, and make, and keep in order the commonest kinds of clothing. These are things, in my judgment, that girls should know how to do, and they are a necessary part of a girl's equipment for life. Had all mothers pursued this method with their girls, the "hired girl question" would not exist in the form it assumes at present.

The second line of action lies in the public schools. Here something can be done in a simple manner. By selecting a few schools as centers in which a range and tables can be placed, all the girls might be given instruction one or two hours each week and on Saturdays in baking bread and cakes, cooking meat, poultry, fish, and eggs, making coffee and tea, and how to take care of a kitchen, pots, dishes, etc. In addition to this, they might also be taught something of the relative values of foods and such other matters as have a direct bearing on household duties.

To put this suggestion into operation, would require only a slight outlay of money, and I am confident that it would be a good educational investment. It certainly is far more important that our girls should be skilled in housework than that they learn to weave on a diminutive sort of an "old hand loom," or that they enter into competition with the Indian women who make baskets, blankets, and slippers. My recommendation is in the interest of homes and of sound household economy.

*Part IV. of a paper published in THE SCHOOL JOURNAL in installments: "Some Educational Tendencies—Wise and Otherwise," Sept. 19 and 26; "Dissipation versus Concentration of Knowledge," Oct. 3.

A Word to the Teachers.

In teaching, opportunity is everything. Be, therefore, fully in charge of the working battery of your pupils and of yourself rather than of your tongue battery. Work and speak to the purpose. The world is getting on fast. Unless you keep up, you will be left behind. Be keenly on the alert to know the best and to put into your work. Every recitation, every day's work in school, should be a "home run."

Industry in Character Building.*

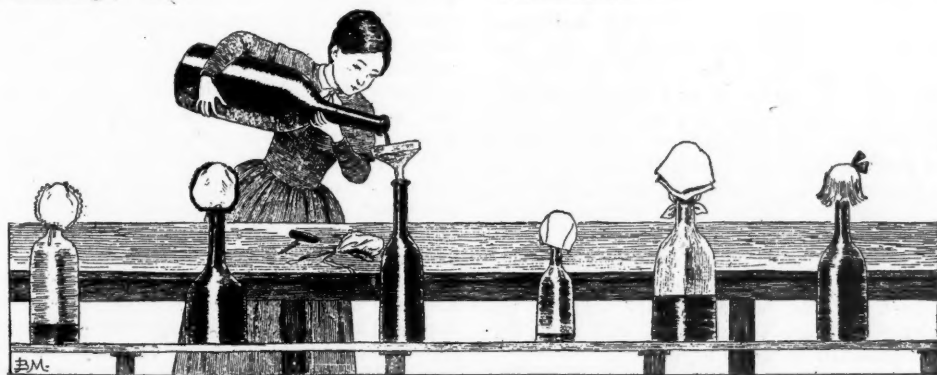
By Supt. H. C. HOLLINGSWORTH, Albia, Iowa.

Of all the elements that enter into the formation of character, we would place industry first. Activity is a law of childhood. It is nature's method of encouraging growth and developing strength. When this activity is directed and used we call the result industry or work. The object of the kindergarten is to utilize the activity of childhood which manifests itself spontaneously in play, and give it an educational direction. In the school-room the great business of the teacher is to direct energy, and lead out the activities of the pupils. A working school is usually a good school. Busy pupils are good pupils. The law that action and reaction are equal, is true in the intellectual and moral world as well as in the physical realm. Industry reacts on character. Every purposeful effort put forth in the doing of something, brings immediate reward. The reflex action of right effort of either mind or body is recorded in the strength of character.

Character in the abstract does not belong to the period of childhood, but habit, its foundation, does. Habit is determined by what we do—by work, by industry. Hence, the basis of character must be looked for in the habits—physical, intellectual, and moral, that are formed during the period of growth from infancy to maturity. The school has much to do with these. It takes the child at five years of age and directs his activity until he is twenty-one. What he does in school and how he does it, will have a good deal to do with what he will do in life and how he will do it. His school habits will in a great measure become his life habits.

The teacher undertakes a very important contract—to conserve the energy of the child and direct it in the channels of work. The responsibility is great, but when

*Part of paper read before the Teachers' Association of Southeastern Iowa.



The Little Schoolma'am. Sketch by M. B. de Monvel.

once assumed should not be shifted. We should meet the issue squarely. When we stand face to face with all education is character. We should make ourselves familiar as far as possible, with the material upon which we are to work, and also with the tools or instruments with which the work is to be done. When we have faced the problems of education, estimated the importance of a career in pupil training and followed the results to their final outcome, I think we may write as the result of our observation and experience, that in every stage of the process industry lies at the basis of all true success in character building.

What we need to-day in education more than anything else is leadership. Teachers who can plan work and direct the energy of childhood toward profitable ends are in demand as never before.

There should be no time-killing periods on the school program. The problem for teachers is how to use the school day so that every minute of it will be spent profitably; in other words how to prevent educational waste.

Busy work should be planned with a view to its educational value. Too much of it, I fear, is valueless so far as real progress is concerned. It is highly important that pupils should be kept busy, but it is equally important that they should be doing that which educates.

Character is the resultant of two forces—the force within acting upon the force without; personality acting upon environment. In school life pupils need the stimulating influence of strong and enthusiastic teachers. Little need be said about character building. Character takes care of itself. But much stress should be placed on habit. The things we do, the thoughts we think, the books we read, the company we keep, make us what we are. In all school training character should be the final end in view, but this end cannot be reached except thru right thinking and right doing.

The school that is most careful about the kinds of habits pupils are forming—habits of conduct, habits of work, habits of thinking, habits of study, will be the school that will be the most successful in the formation of character.

Borrowed Children.

By MARGARET WALDO HIGGINSON.

Studies of Little Immigrants.

The playroom was large and not very sunny, for it was in a poor and crowded part of the city, and high walls shut out the light and air on all sides. Twenty or thirty children were there, of all ages, from tiny babies in cradles to big romping boys and girls. There was much noise and much dust. Children of three or four dragged steam-engines heavily; small boys made never-tiring efforts to spin tops; tag and hop-scotch were much to the fore; the dull monotone of reading aloud was in the air, and occasionally the babies in the cradles howled miserably. It was not a very restful atmosphere.

"Tell it 'gain."

I did so, patiently.

"Tell it 'gain."

Maggie, aged four, wriggled all over with excitement as she proffered this demand for the eighth time that afternoon. I was beginning to be a little tired of the story by this time. It was not at all a remarkable story; it was based on a colored picture in a book before us, and this was the picture: Two kittens were looking out of a basket, and another kitten was trying to climb in; on the floor was a saucer of milk, and near it a large turtle; that was all. The story was simple in the extreme, but to Maggie it was intensely thrilling.

"I should think you could tell it to me by this time," I suggested, "Don't you think you could?"

Maggie shook her head decidedly. She beat the unoffending pictured kittens on the head with a fat fist, and signed impatiently to me to begin.

"Well," I began a little wearily, for my brain had

gone the round so often that it began to feel a trifle unsteady, "Well, here are two kittens—you see?—in a basket, and there is a third one trying to get into the basket, but he can't—the basket is too high. Down below—What is this down below?" I asked desperately.

"Don't know,—tell it 'gain." Maggie sat watching, first me and then the picture, inexorably.

I bowed to the inevitable.

"See, Mr. Kitten No. 3 has been drinking this nice, warm milk, but suddenly"—Maggie wriggled as this well-known and most thrilling event drew nigh, "suddenly came this big, big turtle, lumbering along, and little Mr. Kitten was frightened almost to death; and it came nearer—and nearer—and nearer (here Maggie gave a little shriek, the nervous tension was so awful) till finally Mr. Kitten turned and scampered away just as fast as he could go, and the turtle drank up all the nice warm milk. Wasn't that dreadful?"

But Maggie heaved a sigh of supreme contentment. "Tell it 'gain," she remarked originally.

Here I struck.

"Not to-day," I said, firm as adamant, "perhaps next time. Now we will go and draw some pictures on the blackboard."

We drew many pictures on that blackboard; it was a grievous come-down after blood-curdling tales of kittens and turtles; still, Maggie reaped a keen minor satisfaction by covering her dress and face and hands so successfully with chalk-dust that she looked as if she had tumbled into a flour barrel.

"Say, Ma'am, oh say!" I turned as I felt a small hand pulling at my skirt—"oh sa-ay, they won't; they won't let me play pick-up-the-hand-k-k-kerchief; they won't take ahold of my ha-and, oh and I want to so much." The quavering voice rose in a wail, and rapid tears chased each other down the child's pale cheeks, leaving little tracks of dirt where they rolled. This was not the first time that I had had this complaint from Nellie; the other children were always refusing to play with her, poor child.

I went up to the circle of the pick-up-the-handkerchief game, leading Nellie behind me, her dress to her eyes and her mouth a curious combination of defiance and piteous quivering.

"Come, children," I said, "I want you to make a place here for Nellie,—she wants to play, too."

A dark-haired, sullen-browed boy looked the child over scornfully. Then he edged away with repulsion. "Dirty dress," he said, pointing a disgusted finger at poor Nellie's dilapidated plaid gown. The child shrank as if she had been struck, but her eyes blazed fiercely.

"Take Nellie into the game this instant, James," I said sternly. "otherwise I shall have to put you out of the room. It is not her fault that her dress is dirty."

James made a face, but did as he was told, and soon after had forgotten all about his objections to his next-door neighbor in his excitement in the game.

Nellie Sullivan was the poorest child I had there; the conditions of her little life were so horribly tragic that it was not strange that she should come to the playroom with a dirty face and hands, and an even dirtier dress, almost in rags; or that she should sometimes try to cheat in games; or that she should lie occasionally; or that she should sometimes fly into a furious temper and kick or scratch whatever child was nearest her; what else could be expected? The only way to deal with her, I found, was to be very gentle and patient, and when she did these things to explain to her quietly and clearly why it was not nice for little girls to cheat, or lie, or fly into a temper. She had pretty, hazel eyes, and a naturally sweet and rather pathetic voice, and when the good moments would come between the bad ones, she was almost lovable. Poor child—it was pretty hopeless: after my hardest days with her, the next time she came she would cheat at "Butterfly Stop" or whatever childish card game she was playing, with such a

shrewd, hard, calculating expression in her pretty eyes that it almost frightened me. I sometimes found myself wondering what could possibly be the end of a child who was like that at eight years old.

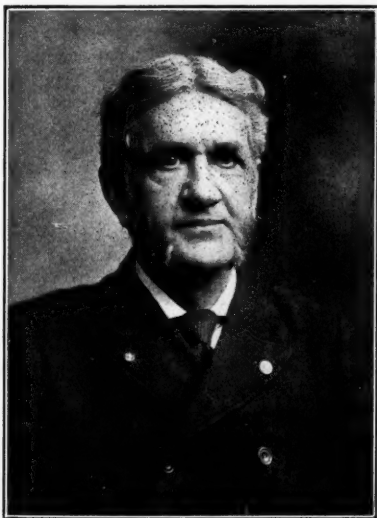
At the close of the afternoon the children were fed—"fed up," I might say—well, with milk and cookies, or



Miss Julia A. Richman, who was recently installed as district superintendent in New York city. She is a teacher of rare ability and educational enthusiasm. The leadership among New York teachers is well established. The district to which she has been assigned by Dr. Maxwell was her own first choice, as owing to its crowded condition and poverty of the people it offers particularly splendid opportunities for a grand educational work.

big buns, and it was perfectly pathetic to see the little thin hands grabbing the things as they were passed, and to see them eating, just as fast as they could, on and on, as if they could never, never get enough.

The Irish element predominates in my class, tho the Italians are coming much to the front, the more broken English they learn to enunciate. The Negro children are affectionate and quiet, or loud and domineering, according to whether they are Southern or Northern-bred, but the Northerners do the best work. The Italians are wonderfully quick, and sew exquisitely; quickly, neatly, very rapidly and with such small stitches that the other children gaze in wonder; they are horribly untidy about their dress tho, being usually fastened partially together with safety-pins, and the rest of their



Supt. William H. Hatch, of Oak Park, Illinois

small persons made up of rents and dirt. Irish sense of humor makes up for almost anything.

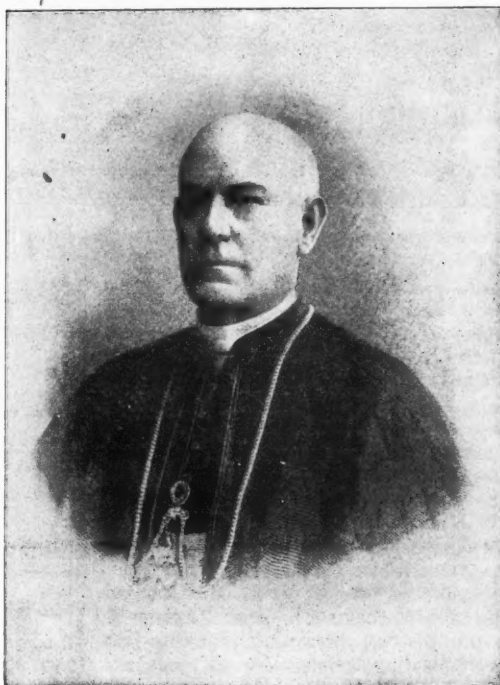
Popular superstition among the children is their horror of foreign countries, Italy especially.

"Ugh, I wouldn't go to It'ly," a child suddenly exclaimed, one day, shudderingly, "they'd kill me, they would. They always go round with knives an' hatchets an' things, already to pounce on you, just like that—" and so saying she flung herself forcibly on the child next her, a good deal smaller than herself, with a great appearance of fury, and poor Mamie howled for help, and emerged from the attack very much disheveled, and evidently surprised to find herself still alive.

The Italian children vehemently deny the aspersion on their country.

"No such a thing in Italia," they say indignantly, "it beautiful, beautiful; no knives, no nothing like that; you silly child, you know nothing."

I indorse the Italian's sentiments heartily, but with no effect. The other children sniff.



Rt. Rev. J. L. Spalding,

Courtesy of A. C. McClurg & Co. Chicago, who have just brought out a new book by Bishop Spalding, entitled "Glimpses of Truth."

"Well, I wouldn't like to trust 'em," a Negro child once remarked, only to meet with a howl of derision, to her great surprise, from the whole class combined.

"Hm! I s'pose you think niggers don't go round a-carryin' razors, don't you? I wouldn't talk, if I was you." Here I had to preserve the peace, or the three nations would have come to blows, each on its own account.

The children were always talking about "my little nephew," or "my little niece," as if they were staid and sedate maiden aunts of sixty. But the extremely large families account, I suppose, for the often startling disparity in years. I found a surprising streak of poetry once in one of the children whom I had always considered most crude and matter-of-fact, when she was talking about one of the "little nephews."

"Poor little Thomas," she said, "he died last week; he was that cunnin' and sweet, runnin' around the house with his little yaller curls and a-crownin' in a shrill little voice. Now there ain't any little Thomas a-runnin', he's all asleep under a stone. Sister, she keeps all his little hair ribs, and looks at 'em, sobbin'-like. Why do you think little babies has to die? Do you s'pose it's so as to make us not so bad as we was? But, oh, teacher, I does miss little 'Thomas, a-runnin'."—*Boston Transcript*.

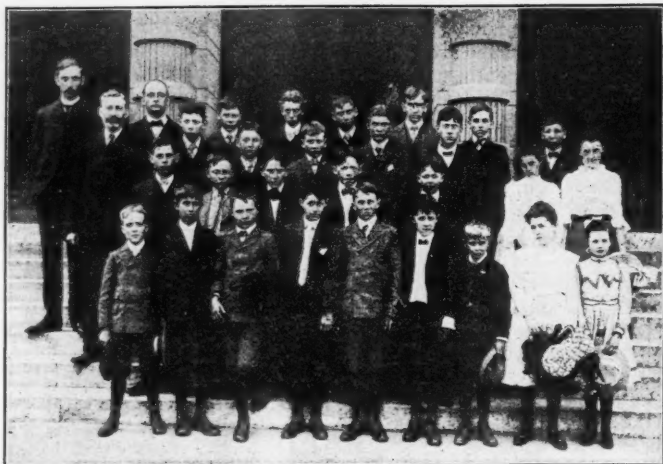
A Boys' and Girls' Agricultural Experiment Club.

Early in January of this year Mr. Thomas F. Hunt, dean of the College of Agriculture of the Ohio State university, received a letter from Supt. A. B. Graham, of the Springfield township schools, Clark county, Ohio, inquiring what assistance could be rendered by the uni-

there worked with me in Mad River Township, Champaign county, a teacher, A. C. Neff, who was able to have his pupils do some manual work with tools. This work was successful and I had about decided to take up this work in Springfield Township with a few who are able to conduct it. But I still believed that something of agriculture was the natural manual work for boys and girls of the rural districts. Something was known about agricultural experiment work for boys in Illinois.

"The secretary of agriculture was written to for information on the use of school gardens for rural schools. He called my attention to three or four counties in Illinois where work is being done on the farms by boys under the direction of the dean of the College of Agriculture of Illinois. Inquiry was made some time in the last of January as to what might be done for our boys. I was referred to L. H. Goddard, of the Agricultural Student Union; he suggested that experimenting with four varieties of corn—Reid's Yellow Dent, Riley's Favorite, Clarage and Boone County White—would be very interesting work for boys.

"I thought if twenty-five boys could be secured our teachers would be doing well. When the list was completed on the first of March it had eighty-one names; there are now in this list the names of four girls. Each sub-district in our township was



Some of the members of the Boys' and Girls' Experiment Club, Springfield Township Schools, Clark Co., Ohio, on a visit to the Ohio State University.

versity in organizing a Boys' and Girls' Experiment club among the pupils of his rural schools. The letter was referred to the director of the division of agriculture of the Agricultural Student Union (see the latter part of this article), Mr. L. H. Goddard, Washington C. H., Ohio, with the request that all the resources of the union be placed at the disposal of Superintendent Graham in the organization of such a club.

This resulted in the organization of a class of eighty-five, which has taken up the test of four selected varieties of corn. Mr. Goddard-writing about this work, says: "I hope to have them take up other work also this year, such as collecting samples of weed seeds, etc. Next year they will, I hope, take up more difficult work. In fact, I am trying to plan a special set of graded experiments for this very purpose, and am hoping that, in the end, we may have a few come thru equal to the task of undertaking very difficult and delicate work. We are planning to hold a corn exhibition next winter, at which there will be prizes for individuals and also for schools. At this meeting we shall hope to have the assistance of some of the faculty of the Ohio state university."

Concerning the work of the club, Superintendent Graham writes (June 20), in part as follows: "If what our boys and girls are doing in agricultural work will prove helpful to others, I shall, with pleasure, tell you something about their work. Six years ago



Map showing location of test in the division of soils and the division of Agriculture of the Ohio Student Union, June 22, 1903.

16 1/2 ft.					
Tomatoes.	Cabbage.	Spinach.	Beets.	Lettuce.	Beans.
+	+
+	+

Garden of Mabel and Henrietta Wallace, Springfield Twp. Clark Co., Ohio.

represented. Most of the teachers showed much interest in the work.

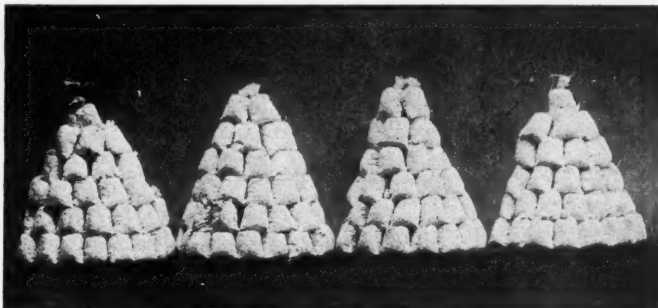
"On the first of May a diagram showing the size of the plots and hills to the row was mimeographed so that each pupil could have a copy. On the eleventh of May the small sacks of seed corn were received from the Ohio experiment station. Each variety is shown in the photograph. I drove to each school-house where the diagrams, suggestion sheet, and seed corn were distributed. Three or four on the original list thought they could not carry out the work

as planned. They were not urged to make the effort, for more than enough were ready to take their places.

"It is unnecessary to say that parents are interested in this work; it is the manual work for farmers' sons. The fathers and mothers take great pride in showing and talking about the corn plots. One mother so impressed upon her son the necessity for doing this work that he wrote me, after declining to do the work when the seed was distributed, that, if I had one set of four varieties for him, he would escape a punishment for having dropped his name from the list without instruction from his parents. This boy is now as proud as can be of his corn. Those who moved from the township between February and May wrote that they desired to carry out the experiments.

"Early in April about twenty girls volunteered to do some independent gardening on a small scale. They are raising radishes, spinach, peas, beets, beans, and tomatoes from seeds furnished by the federal government. These gardens are in very good condition and are giving the small children a profitable experience in something they can call

will soon be selected. The Ohio Weed Manual is now in each school. Samples of weed seed will be collected



Sacks of seed corn: (1)Clarage, (2) Reid's Yellow Dent, (3) Boone County White, (4) Riley's Favorite just before being distributed to boys of Boys' and Girls' Experiment Club, Springfield Township Schools, Clark Co., Ohio, May 6 and 7.

and labeled this summer by many of our boys and girls. "In our Patterson graduating class of this year all but one of the boys are members of the Experiment club. Two of the girls are members of the Girls' Garden club.

"Our excursion to the O. S. U. was an outgrowth of interest by the children and parents in this agricultural work. Exactly one hundred made up our excursion crowd. They all came home knowing that the state of Ohio is doing more for the farmer in its university than they had any idea of. All are anxious that an annual excursion to the university shall be a part of the closing exercises of our township schools.

"I shall say, in closing, that as much as possible of the boys' and girls' work will be made a part of the educational exhibit at our county fair this fall. We hope to make a special exhibit of the boys' corn this fall when a professional scorer may be present."

This is a concrete illustration of what may be done in every township in Ohio, provided the township is so fortunate as to possess an energetic and sympathetic educational leader like Superintendent Graham, and possesses, likewise, parents who are determined that the best is none too good for the education of their children. The work is subject to end-



Garden of Emma and Jessie Swaidner, of Boys' and Girls' Experiment Club, Springfield Township Schools, Clark Co., Ohio.

theirs. The products from a few of these gardens have already been found on the city market.

"The interest thruout the township is such that this work can be heard of among the parents as well as among the children. It is especially interesting to them to know that agricultural work is looked upon with favor by our own university faculty and all well-informed persons. To have boys and girls believe and know that agricultural pursuits are looked upon with favor elevates such pursuits to their proper plane. The foolish notion, 'If my son can't be anything else he can be a farmer,' or 'My son doesn't need much more than an elementary education if he is to become a farmer,' is passing away.

"The Boys' Experiment club is now testing the soils for acid and alkali. This work is under the direction of the soils department of the Ohio Student Union. Many men not having children in school are becoming interested in this work. A map of this township, where acid and alkali soils are found, will soon be made.

"Each school has nearly two hundred volumes in its library; of these, at least twenty are on insect life, animals, plants, soils, etc. These books are so selected that they provide a graduated course in reading in elementary agriculture. More books in this work



Corn plots of Charles and Roy Kohl, of Boys' and Girls' Experiment Club, Springfield Township Schools, Clark Co., Ohio.

less modifications and may be adapted to fit almost any conditions.

The plan here outlined contains one element which is very important to the success of all forms of extension

work, and which has often been overlooked in extension work in agriculture. I refer to local supervision. Much valuable extension work along agricultural lines could be

two varieties each, the influence of inoculated soil on soy beans. (6) Testing sugar beets and mangels for stock feeding. (7) Testing alfalfa and the influence of inoculated soil and of fertilizers. (8) Testing three varieties of clover. (9) Testing three varieties of grasses. (10) Testing three varieties of sorghum. (11) Testing two varieties each cow peas and soy beans. (12) Testing corn, sorghum, soy beans, and cow peas. (13) Testing field peas and spring vetch. (14) Testing Dwarf Essex rape and Victoria rape. (15) Planting—two, three, and four stalks per hill, and in drills. (16) Comparison of shallow with deep cultivation of corn. (17) Testing fertilizers with various grains. (18) Determining cost of beef, pork, or mutton on feed and pasture. (19) Plant breeding. (20) Rain gauges.



Patterson Graduates, Springfield Township, Clark County, Ohio. All but one of the boys are members of Experiment Club, and two of the girls are members of the Garden Club.

accomplished with proper local supervision; much that has been attempted has been inefficient on account of the lack of it. The work of the Springfield township schools points the way to successful local supervision.

The Agricultural Student Union.

Some ten years ago a number of earnest and devoted students and ex-students of the Department of Agriculture of the Ohio state university formed the Agricultural Student Union of Ohio, having obtained their inspiration from a similar and very successful organization at the Ontario agricultural college, Canada. The purpose of this organization is, briefly, to conduct co-operative experiments and to promote the cause of agricultural education in Ohio. While the union is under the control of the students, ex-students and officers of the Ohio state university and the officers of the Ohio agricultural experiment station, there is nothing in its rules to prevent others from taking part in the work and promoting the objects of the union. As a matter of fact, a larger part of those who have assisted in conducting co-operative experiments, have been persons never in any way connected with the university.

With a small appropriation from the Ohio agricultural experiment station and from the Ohio state university, never aggregating in a single year more than four hundred dollars, and usually less, the union has quietly grown in influence and usefulness with the growth of the College of Agriculture of the state university. The union is now divided into six divisions,—agriculture, horticulture, dairying, apiculture, soils, and economic botany,—and, if means permitted, would add at once a seventh—extension work. The two divisions of agriculture and soils have, at the present time, eight hundred tests in progress. The map shows the location by counties of 698 of these tests.

Something of the nature of the union is indicated by the list of experiments offered by the division of agriculture:

LIST OF EXPERIMENTS.

- (1) Testing four varieties of oats.
- (2) Testing four varieties of corn. (3) Testing four varieties of wheat. (4) Testing spring barley and hullless barely.
- (5) Testing cow peas and soy beans—

Trees for Schools.

As new school buildings are being finished at this time of year it is important to put the finishing touches on the construction by planting trees in the school yard.

The first thing to remember in planting trees, and something that is too often forgotten everywhere, is that the tree needs space. They should be placed systematically at from forty to fifty feet apart. Then all the deadwood should be removed by careful pruning, and all insects destroyed. The best and ideal place for the tree is between the property line and the sidewalk.

What kind of a tree to plant depends somewhat on the situation of the building. A tree which would be very satisfactory in a semi-rural district may be absolutely useless for a city street.

The alanthus withstands nearly all city conditions, as smoke, dry soil, etc. Cottonwood, white poplar, English linden, and English elm also do well in the city. The American elm is an ideal tree for the suburban school. It is lofty and the shade is not too dense for wires to be run thru. A red oak is also a satisfactory species.

A rock maple, altho a beautiful object in its natural environment, is one of the first to succumb to the ravages of the city. Its shade is too dense and wires cannot be run thru its foliage without cutting. A Norway maple avoids these difficulties somewhat and is really a fairly satisfactory tree that is appearing about our streets more and more.



Pupils of the Spry Vacation School, Chicago, just entering the woods on a day's excursion. Mr. Henry S. Tibbits is Principal of this large vacation school.

New York City Syllabi. XI.

The Work in Number. III.

Grade 6B.

Oral and Written.—Simple interest. Ratio and simple proportion. Measurements. Problems.

Special Work—Simple interest and its applications.

Simple interest. Interest and amount for years, months, and days; interest and amount for time between given dates; no reference to the indirect cases. Discount of notes.

Ratio. Terms defined; written; applied.

Simple Proportion. Terms defined; written; application to solution of problems.

Measurements. Potatoes, wheat, oats, etc., by weight; the gallons of water by weight; memorizing 1 cu. ft. of water weighs 62½ lbs.

Rapid drill as in 6A.

Problems. Explanations of processes may be required; operations may be indicated by signs. Notes; making, endorsing, and discounting notes.

Grade 7A.

Algebra.—Problems involving equations of one unknown quantity. Application of the equation to the solution of arithmetical problems. Fundamental operations; Factoring; fractions.

Geometry.—Constructive exercises. Problems.

Special Work.—Algebra and geometry as an aid in arithmetic.

ALGEBRA.

Introduction. Drill in algebraic statement of simple problems; solution of easy equations.

Operations. Coefficients, exponents, signs, parentheses inductively developed. The four operations upon positive and negative integral expressions—multiplication and division by monomials only; simple exercises with parentheses; factoring polynomials into two factors, one of which is a monomial—as $x^2-3x=x(x-3)$; the four operations with fractions having monomial denominators only; clearing equations of fractions—monomial denominators.

Equations. Easy equations of the first degree containing one unknown quantity.

Problems. Equations applied to the solution of problems of as great a variety of form as possible, including the indirect cases of percentage and of simple interest; special attention to form and statement.

GEOMETRY.

See special syllabus.

Grade 7B.

Algebra.—Factoring and fractions; equations of two unknown quantities; pure quadratics; ratio and proportion; arithmetical applications.

Geometry.—Constructive exercises. Inventional exercises. Problems.

Special Work.—Algebra and geometry as an aid in arithmetic.

ALGEBRA.

Operations. Multiplication and division of integral expressions by binomials; factoring polynomials into two factors, one of which is a monomial, and such forms as

Fractions. Reductions; the four operations a monomial,

and such forms as $a^2+2ab+b^2$, $a^2-2ab+b^2$, x^2-b^2 .

with fractions having binomial denominators, not more than one such fraction in any example; clearing equations of fractions—not more than one binomial denominator.

Simple Proportion. Reviewed as in arithmetic; use of x for missing term.

Equations solved. Simple equations with one unknown quantity, and with two unknown quantities; easy pure quadratics.

Problems. As in 7A.

GEOMETRY.

See special syllabus.

Grade 8A.

Integers, common and decimal fractions; underlying principles considered; short methods.

Denominate numbers. Measurements and comparisons.

Percentage and interest. Ratio and simple proportion.

Application of Algebra and geometry to the solution of problems.

Special Work.—General review of arithmetic.

Notation and Numeration. Notation and numeration of integers, decimals, common fractions, and denominate numbers.

The four operations. Each operation—addition, subtraction, multiplication, and division—considered with reference to integers, decimals, common fractions, denominate numbers, and numbers expressed by letters, before the next operation is treated. The underlying principle of each operation emphasized.

Short Methods. Multiplying and dividing by integral powers of 10, by aliquot parts of 100, and by the business fractions (see 4A).

Measurements. Longitude and time, briefly treated. The tables reviewed with attention to their origin and development. Review of surface and volumes.

Percentage. Review and application of percentage, including interest; algebraic solutions.

Problems. Problems solved by analysis; the same problems solved by the algebraic method; problems solved by simple proportion.

Grade 8B.

Square root and its applications. Mensuration and its applications.

Illustrative explanations governing business operations, accounts, and commercial paper.

Metric system; common units and their equivalents; reduction. Application of algebra and geometry to the solution of problems.

Special Work.—Business applications.

Business Operations. Price lists examined; examples in trade discount. Promissory notes payable at banks, written and discounted. Fire insurance, taxes, duties, and partitive proportion.

Business Records. Cash accounts of imaginary expenditures and receipts recorded; accounts balanced. Records of sales on account made by each pupil as a tradesman.

Business Papers. Checks and stubs filled by each member of the class. Ways of sending money; post-office money orders; drafts; express money orders; registered letters; telegraphic transfers. Ordering goods by letter; receipts.

Business Institutions. The functions of savings banks, banks of deposit, and other corporations, briefly explained.

Square Root. Simple problems, including problems founded on the Pythagorean theorem.

Mensuration. Geometrical problems.

Metric System. Table of linear measure, of volumes, of weights; inter-relations emphasized. 1 cu. dm. = 1 liter; one l. of water at its greatest density = 1 kg.; a five-cent piece is 2 mm. in thickness, 2 cm. in diameter, and 5 gr. in weight. Approximate equivalents memorized: 1 m. = 39.37 in. (1 yd.); 1 l. = 1 qt.; 1 kg. = 2½ lb.



Pupils of the Spry Vacation School, Chicago, resting after lunch, on a day's excursion to the woods.

The syllabi outlining the work of the New York city schools under the new course of study are exceedingly helpful. Their practical value is recognized by teachers throughout the country. They will be printed in full in THE SCHOOL JOURNAL. The new course in drawing and manual construction work will begin in the number for October 17. This course embodies the best pedagogical thought of the day and correlates well with the general course.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING OCTOBER 10, 1903.

The requirements for licenses to teach are being raised wherever fair salaries and able boards of education command the services of good teachers. New York city being most liberal in the remuneration of its teachers, is also most insistent upon the qualifications of candidates presenting themselves for positions in the public school service. The board of examiners has established a standard of tests that may well serve as a model. Cramming up on pedagogical texts is useless. The New York city examinations are so conducted that surface knowledge and every species of sham must reveal themselves. Favoritism is completely eliminated. Honest work and genuine merit receive due recognition.

Other things being equal, the teacher able to give satisfactory evidence of being well-read in the literature of his profession should certainly receive the preference, if for no other reason than that his pedagogical studies reveal seriousness of purpose and a desire to make education a life study. "Teachers are born not made," to be sure. So are musicians. Who would care to argue that a violinist, or pianist, or composer can get along without instruction in his art? Yet there are people with sufficient courage of ignorance who will argue that teaching requires no special preparation. So sublimely self-satisfied are they with their ability to do almost anything they set out to try, that they would surpass, if they could, the young lady who, when asked whether she played the piano, replied, "I don't know. I never tried." These friends would not hesitate to assert that they could if they but wanted to try. What a ridiculous figure they do cut! Yet not so very long since they felt sure of a large and demonstratively appreciative audience whenever they took the floor in the assemblage of teachers. Times have changed. The future belongs to the teacher who knows his business, both theoretically, and practically; and who has equipped himself with the best thought of the world concerning education.

The obscuranti, who cannot understand how any teacher can take pleasure in looking for light, are not satisfied to remain alone; they would have everybody sit in the darkness with them. One favorite argument of theirs, directed against educational journals and books on teaching, is, that the things described and suggested "can never be done." Their little twelve-by-nine horizon is to them the measure of all educational possibilities. Experience is detrimental to idealism and enthusiasm. "Faith is the evidence of things not seen." Educational theory will overestimate the power of education, and make appear as attainable what actuality denies us. But how much better it is to work with the enthusiasm of hope in the pursuit of an ideal than to depend upon experience to light a rush candle for them day by day! Pedagogy is the idealized experience of the human race organized into a system of education. How to transmit to the growing generation the greatest treasures of the ages—that is the problem it tries to answer. What a poor stick of a teacher he must be who does not care to know about it!

Buffalo still clings to its unique plan of electing its superintendent of public schools by popular vote. With as good an administration as that of Mr. Henry P. Emerson before them, it takes long to convince the people of that city to change to some safer mode of election. Fortunately for the children of the city, the present campaign promises to be kept on a dignified plane. The Democratic party has nominated Mr. Alvord, the principal of the training school, who has proved himself a successful teacher, and who is a gentleman and a friend of Mr. Emerson's. There ought to be no doubt as to the outcome of the election. Buffalo cannot afford to lose the services of Mr. Emerson.

The Philippine Government wants 150 male teachers, with salaries as follows: 25 at \$1,200; 70 at \$1,000, and 55 at \$900 per annum. It is desired to secure these teachers without unnecessary delay, and an examination will be held on October 19-20 in various cities. Teachers appointed are eligible for promotion to the higher grades in the service, the salaries ranging from \$900 to \$2,000 for teachers and from \$1,500 to \$2,500 for division superintendents. The commission suggests that those who apply for this examination should be devoted to their profession and conscientious, energetic, and successful workers. Application blanks and further information may be obtained of the United States Civil Service Commission, Washington, D.C., or to the secretary of the civil service board at any post-office where letter-carrier service has been established.

Prof. J. F. Reigart, who has recently been elected to take charge of the department of pedagogy in the University of Cincinnati, is an exceptionally helpful teacher of teachers. He has been for many years a close student of pedagogy, and has himself had practical experience in teaching and school administration. He was at one time connected with the Teachers college, and later was the superintendent of the Ethical Culture schools in New York city.

Advertising has been resorted to by the Chicago school authorities to get as many children to attend night school as possible. Thousands of circulars and posters have been distributed among the stock-yards, factories, and sweat shops where children work. More than 30,000 circulars are said to have been distributed. The circulars appeared in Scandinavian, German, Polish, Bohemian, Italian, and Greek, as well as in English.

A committee of the Pennsylvania State Medical society has examined the school text-books, in physiology with a view to deciding whether the teachings of these publications are sane and intelligent. The conclusions of this committee are much the same as those of the Committee of Fifty. During the past four years the committee examined critically fifty-four text-books relating to physiology and hygiene in use in the Pennsylvania schools. The report reads: "We are sorry to be compelled to say that the books supervised by the Woman's Christian Temperance Union are the most reprehensible."

Classic Open-Air Theater.

The University of California has dedicated its great open-air theater, an almost exact reproduction of the classic Dionysian theater of Epidarus. It is the gift of W. R. Hearst.

This outdoor playhouse is unique as having no building comparable with it in the world. It is made up of two parts, the stage corresponding to the classic logeum, and the auditorium of the old Greek theater. The former is 122 feet long and twenty-eight feet in depth surrounded by a solid concrete wall rising forty-two feet. Doric columns and other ornamentations distinguish the wall and entrances.

The theater is 254 feet in diameter, divided into two concentric tiers of seats. The first series is built around a level circle fifty feet in diameter and five and one-half feet below the level of the stage, corresponding to the portion of the ancient Greek structures devoted to the chorus and orchestra. Without this circle the seats slope up gradually until the stage level is reached at a circle corresponding in diameter to the terminal pylons of the stage walls. This line is marked architecturally by an aisle, formerly called the diazoma, extending around the semi-circle of seats between the orchestra and the topmost circle.

Beyond the diazoma the seats rise abruptly to the outer wall, making an angle of thirty degrees. The details of the stage have been worked out in cement by hand.

Labor Union's Adopted Children.

Several labor unions in North Carolina have offered a unique solution to the child labor problem in that state. To take a child from the mills is, in some cases, to deprive a family of its only support. The labor unions have accordingly adopted several children, continuing the wages of each. Mr. Vanderveer Custis, writing of the matter in a recent number of *The Quarterly Journal of Economics*, says that the first to take action was the Typographical Union. In July, 1902, the secretary was authorized to select a deserving child and place her name on the pay roll of the union.

After some investigation, Mr. Custis continues, the secretary selected a girl nine years of age, who was then working from daylight till dark at \$2.40 a fortnight. This child was the bread-winner of a family consisting of herself, an invalid mother, and a brother too young to work. For some time the union continued to pay her an allowance equal to her former wages, with the understanding that she was to go to school instead of to the mill. Her spare time was devoted to recreation. Besides the allowance paid by the union, the members supplied her with books and clothing purchased by voluntary contributions. The printers were so well pleased with the results of their experiment that her allowance was increased from time to time until she was receiving \$4 a fortnight.

Other unions followed the example of the printers. In no case does the girl adopted seem to have a special claim of any sort upon the union. The children all live at home, and receive an allowance which is at least equal to their former wages. Most of them go to school, and in any event they are not allowed to continue their work in the mills.

School for Foremen.

An interesting feature of the extension work of the Lowell Institute, Boston, has always been its advanced courses for working men. Now these are to be done away with and in their place will appear an evening "School for Industrial Foremen," the object being to train artisans for the position of foremen. At the outset there will be two courses, one electrical and the other mechanical, both extending over two years.

The subjects in the first year for both courses will be practical mathematics, elementary physics and electric-

ity, elements of mechanism and gearing, and drawing.

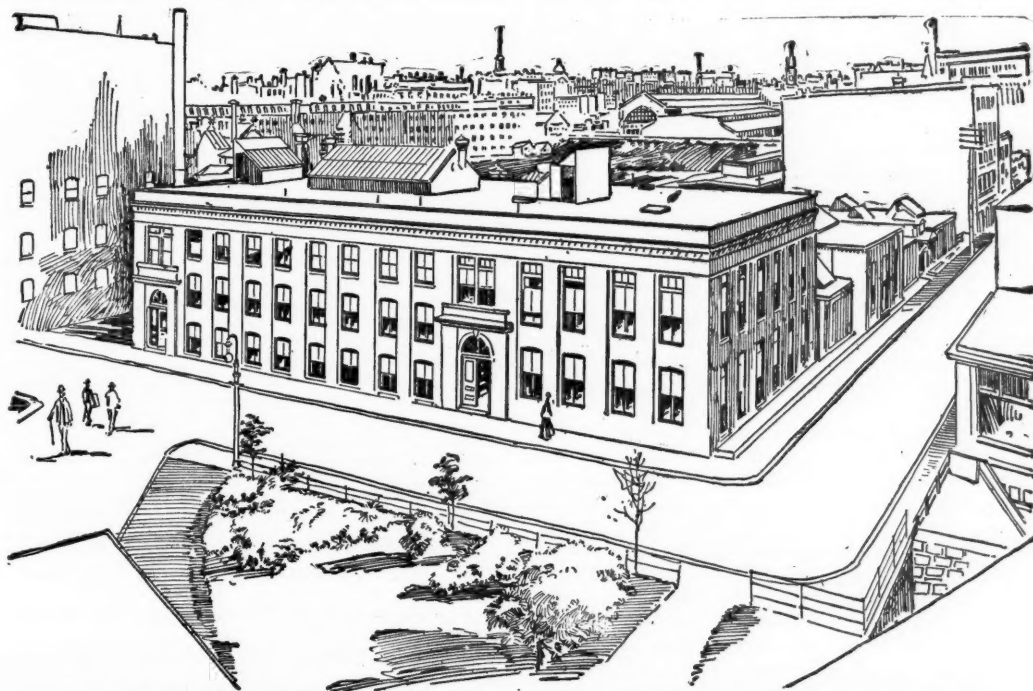
The subjects taught in the second year of the mechanical course will be mechanics, valve gears, elements of thermodynamics, the steam engine and boilers, elementary hydraulics, and elementary machine design. The second year of the electrical course will include valve gears, elements of thermodynamics, the steam engine and boilers, direct-current machinery, alternating currents, electric distribution, electrical testing and dynamo laboratory.

The first sessions open in October and will continue through April. The instruction, which is entirely free, will be given by means of recitations, lectures, drawing-room practice, and laboratory exercises. It will be given at the Institute of Technology by members of the instructing staff of that institution. To be admitted, applicants must have a good knowledge of arithmetic, algebra, plane geometry, and mechanical drawing.

For Study of Naval Architecture.

The new building of the department of naval architecture of the Massachusetts Institute of Technology has been completed during the past summer. It stands close by what is probably the best equipped student laboratory of electricity in existence—and electricity plays an important part in modern naval science—and is to be devoted entirely to the planning of sea-going vessels, chiefly of course, of the ocean steamship type. The main drafting room is large enough to accommodate some eighty students and to lay down the body plans of four good-sized vessels in the same fashion that these designs are laid down in the mold loft of a great shipyard. A smaller drafting room, one about forty feet square, is to be devoted entirely to the work of instructing the young men who are sent from the Naval Academy at Annapolis to receive graduate instruction in Boston.

That an American institution should be able thus to devote an entire building to the science of naval architecture is rather remarkable considering the short time that has passed since the profession first began to be recognized in this country. It is in fact only about a decade since the first school of this character was started at the technology, to be followed a little later by those at Cornell and Michigan. In that short time, however, such excellent instruction has been arranged that it is no longer necessary for students of naval construction to go to the foreign schools at Greenwich, Glasgow, or Paris.

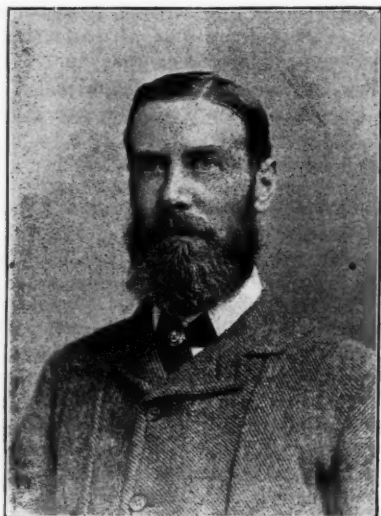


The New Building of the Department of Naval Architecture at the Institute of Technology, Boston.

A Rooper Memorial.

A desire has been expressed in many quarters that steps should be taken to perpetuate the memory of the late T. G. Rooper. Mr. Rooper held the office of inspector of schools in the Isle of Wight for seven years, and previously spent fifteen years as inspector in the Bradford district. His splendid work in the cause of education is widely known thruout England and this country. His powers were always devoted to many movements in the educational field.

A committee has been appointed to give effect to the general feeling by establishing some permanent memorial in honor of Mr. Rooper. In order that this memorial



Thomas G. Rooper, died May 20, 1903.

may be associated with the work to which he devoted almost the whole of his life, the committee has suggested that it should take the form of a scholarship to be called the "Thomas Godolphin Rooper Scholarship," tenable at a place of higher education by students who have at some time been pupils of a public elementary school.

The committee feels that to raise a worthy memorial, a sum of from \$7,500 to \$10,000 should be obtained. Subscriptions may be sent to Mr. A. Key, 31 Belmont Road, Portswood, Southampton, England.

English Education.

Of all nations none is so hard to convince of not being the best in everything as the English. Lately a railroad official having spent much time in examining the roads in this country reported that the checking system was of no advantage. In England they follow the old custom we once had of chalking the baggage and then make one pick out his trunk from a mass of others.

A school official visited many American institutions and reported, "They have nothing we can copy to advantage." But Sir Norman Lockyer, president of the great British Association thinks quite differently; he said in his address:

"We in Great Britain have eleven universities competing with 134 State and privately endowed universities in the United States and twenty-two state endowed in Germany. The German state gives to one university more than the British government allows to all the universities and university colleges in England, Ireland, Scotland, and Wales put together. These are the conditions which regulate the production of brain power in the United States, Germany, and Great Britain, respectively, and the excuse of the government is that this is a matter for private effort. Do not our ministers of state know that other civilized countries grant efficient state aid and, further, that private effort has provided in Great Britain

less than 10 per cent. of the sum thus furnished in the United States in addition to State aid?

In depending upon private endowment we are trusting to a broken reed. If we take the twelve English university colleges, we find that private effort during sixty years has given less than \$20,000,000.

In the United States, during the last few years, universities and colleges have received more than 200,000,000 from this source alone; private effort supplied nearly \$35,000,000 in the years 1898-1900.

He then compared the vast sums spent by the British government on "sea power" and the small amounts expended on "brain power," and advocated duplicating the navy estimates of 1888-9, 120,000,000, and devoting that amount to the increase of Great Britain's brain power, adding:

"This sum is not to be regarded as practically gone when spent, as in the case of a short-lived ironclad. It is a loan which will produce a high rate of interest."

In an editorial article on the visit of the Moseley educational commission to inquire into the educational systems of America, the *London Times* says: "We lack systematic organization and facilities to bring the best education within the reach of all. The best and most efficient technical instruction fails in its object if the intelligence is insufficiently developed. It is here, we suspect, that the United States, as well as Germany, has the advantage over us.

"The very freedom from old traditions and associations such as encircle our public schools and universities, rendering them sometimes almost impervious to the breath of change, gives special interest to educational experiments in America."

First English Vacation School.

The introduction of the first vacation school in England, at Hereford, has created great interest. The popularity of the school has been remarkable. Frankly copied from our American schools, it was aided by the bishop of the diocese, and the parliamentary secretary, Sir William Anson.

The "holiday school," as the English call it, was well attended, no less than 843 children being enrolled. In fact the numbers were so large that the management was compelled to institute a system by which classes were instructed on alternative mornings.

A striking tribute to the interest aroused was that 265 children had a perfect attendance record.

Coming Educational Meetings.

Oct. 10.—New York City High School Teachers' Association, at the High School of Commerce, New York city. J. J. Sheppard, president; Helen M. Sweeney, secretary.

Oct. 15-17.—Northeastern Iowa Teachers' Association, at Mason City. J. E. Stout, Mt. Vernon, president; Adeline Currier, Cedar Falls, secretary.

Oct. 16.—Connecticut State Teachers' Association, at Hartford. C. B. Jennings, New London, president.

Oct. 16-17.—New Hampshire State Teachers' Association, at Concord. Supt. G. H. Whiteher, Durham, president.

Oct. 21-23.—Union Meeting of New England Association of Superintendents, Massachusetts Superintendents' Association, and New York State Superintendents' Association, at Boston.

Oct. 30.—Hampshire County Teachers' Association will hold its annual convention at Northampton, Mass. Prin. Alfred B. Morrill, of Easthampton, Mass., president; Miss Sarah E. Martin, of Florence, Mass., secretary. Pres. William DeWitt Hyde, of Bowdoin college, and Dr. Scott, of Worcester, will address the general session in the forenoon. The afternoon will be devoted to high school, grammar and primary sections, with speakers for each.

Oct. 29-31.—Vermont State Teachers' Association, at St. Johnsbury.

Oct. 30-31.—Academic Conference, at Northwestern University, Evanston, Ill.

Nov. 5-7.—Northern Illinois Teachers' Association, at Joliet.

Nov. 29-30.—Association of Colleges and Preparatory Schools of the Middle States and Maryland.

The Busy World.

According to Brander Matthews, professor of English in Columbia university, before the end of the century English will have established its right to be considered a world's language. At the beginning of the nineteenth century it was spoken by about 20,000,000 people, whereas in 1900 it was used by more than 130,000,000.

The botanical expedition sent to Venezuela in June, by Harvard university, has returned with more than forty-five hundred specimens of mosses, lichens, flowers, and fungi, secured on the island of Margarita, forty miles off the mainland. The party reports that the island affords remarkable opportunities for botanists, as it abounds in nearly all the plants known to grow on the mainland.

Prof. Carl H. Eigenmann, of Indiana university, has gone to Cuba to continue the work of investigating the blind fishes of that island. In his previous researches he has discovered in the caves of Cuba two species of blind fish, the *Lucifuga* and the *Stygicola*. They originated in the deep sea and worked their way up the underground streams emptying beneath the surface of the ocean.

Ferdinand W. Peck has recently returned from Alaska, after gathering much interesting data on the country. He says: "The Seward peninsula undoubtedly possesses far greater wealth in gold than people generally realize. It is destined to become the greatest placer mining camp known to history."

"Everywhere the scenery is of the grandest and most awe-inspiring description, and the most profound impression is made of the boundless possibilities afforded for development thruout the country. This development has only begun in this vast territory of 600,000 square miles. It furnishes a magnificent field for the energy of the American man of enterprise, and in it there is a future that is full of golden promise."

Railway and Shipping Facilities.

The figures for the railway mileage and the shipping of the world in 1902 show some interesting facts.

The railway mileage is 532,500 miles. Of this the United States has 202,471 miles, Europe 180,708, Asia 41,814, and Africa 14,787.

The British empire has 91,485 miles, the German empire 32,753, and Russia 31,945.

Thus the United States has six times as many miles of tracks as either the German or Russian empires.

There are 29,943 steamships and sailing vessels in the world, representing a tonnage of 33,643,131 tons. There are 17,761 steamers and 12,182 sailing vessels.

Great Britain owns 16,006,374 tons and the United States is second with 3,611,953 tons. There are 326 English vessels of over 5,000 tons each and forty-eight of over 10,000.

The Summer's Immigration.

The tide of immigration to the United States is a problem which faces the educational authorities in more than one city of the country. This year the immigration is far the largest in our history. The figures for August have recently been published by the commissioner general. During that month 64,977 aliens entered this country. The number is 19,428, or forty-three per cent., more than is shown by the immigration records for the same month last year. In July, the first month of the fiscal year, 67,538 immigrants were landed. This was 16,756 more than came in the corresponding month of the year previous, or an increase of thirty-three per cent.

Austria-Hungary, Italy, and Russia continue to send the greater portion of the arriving alien population.

More than 15,000 immigrants came from Austria-Hungary, 12,000 from Italy, and 11,000 from Russia. In addition, Germany sent 4,000, Norway and Sweden 4,500, the British Isles 8,000, and Japan 1,000.

An interesting feature of the figures for August is the number of Chinese who succeeded in getting into the country over the total for the same month last year—592 as opposed to 229.

Mud as a Fuel.

A great deal of interest has lately been excited by the investigations into the value of black mud as a fuel—investigations conducted by Mr. Edward Atkinson, of Boston, and Prof. Charles L. Norton, of the Massachusetts Institute of Technology. These gentlemen, working in the interest of the Insurance Engineering Station at Boston, of which Professor Norton is managing director, are inclined to think that they have discovered a new fuel which is destined to be of great commercial value. They point to the fact that enormous quantities of vegetable mud can be found in almost every section of this country, varying in depth from two or three to thirty, forty, and even one hundred feet. Similar in quality to the peat, which for countless generations has been burned in Ireland, this black mud is a vegetable product and represents coal in a primary process of formation.

Professor Norton has discovered that mud taken from swamps in Eastern Massachusetts, weighing at first from 100 to 125 pounds per cubic foot, after two or three months of drying becomes reduced in weight to about fifty-five pounds per cubic foot. This dry mud can be coked, with the result that a fuel is obtained having a calorific power equal to about sixty-five per cent. of that of all bituminous coal. Even without coking, the mud can be burned for household purposes in a very satisfactory way. This fact means that any farmer who owns an acre of bog running twenty feet deep, which is by no means a rare depth, has on his place the equivalent of at least 12,000 tons of good coal. Now supposing that the farmer were to use twenty tons a year for household purposes, his mud bed would keep the family warm for 600 years.

In these experiments there is perhaps a suggestion for the country school-house. At any rate the briquetted mud is said to burn in an open grate with a hot fire, leaving only from six to twelve per cent. of soft ash. No elaborate apparatus is necessary for making the briquettes. In fact in some of Professor Norton's experiments he simply piled the mud into empty peach crates and allowed it to drain and dry in a loft. Evidently if another coal famine ever threatens our Eastern states the mud holes, which are so common everywhere in the country, will be in great requisition.

THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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Hood's Sarsaparilla cures radically—that is, it removes the roots of disease. That's better than lopping the branches.

Letters.

Undisciplined Young America.

I have just read Superintendent Greenwood's article in THE SCHOOL JOURNAL of Sept. 26th ult., on "Some Educational Tendencies," and am compelled to take issue with him. It is possible Superintendent Greenwood is right in his idea of training children, but I am unable now to agree with his conclusions in this one article. I am well aware of Mr. Greenwood's level head and of his clear way of putting things.

I read his articles with delight because he always says something when he writes and seldom misses hitting the nail squarely on the head. He says:

"Last year was characterized by a lawlessness among school children in certain localities. Such proceedings do not augur well for the protection of life and property or the permanence of democratic institutions. Chicago, the educational storm center, as well as Madison, Wisconsin, had their school strikes, in which the pupils defied authority, hissed their teachers and the school authorities, disturbed the peace, and displayed a spirit of lawlessness such as is witnessed by mobs when they set at defiance regularly constituted authority."

When Young America sets itself up to overthrow the government and its laws, to despise authority acting under that government, and otherwise to make a nuisance of itself, one cannot help wishing for a return of the old shingle and its emphatic application to the obstreperous youth of modern civilization. We are quite prone to shout our disapproval of the rigor of German discipline in their schools, yet there is one thing the German boy is taught which he never forgets to practice,—that is, respect for the law and unquestioned obedience to the commands of his superior. Would that we might give our too fresh young American boys and girls a little touch of that same discipline.

The parent that encourages his child to disobey the laws of the land and those empowered to execute the law, is teaching him a vicious lesson that will sooner or later be a matter of personal regret, if not of infinite sorrow.

I quote this much that I may be understood in my reply. Why the children should break out in lawlessness in certain quarters and not all over the country I do not know. Maybe their case is like the measles or small-pox,—strikes only in spots, or it may be the children in these particular districts had been eating something that did not agree with them, disturbed their digestion, warped their judgment, and twisted their temper. At any rate, they did not fly their base in Kansas City or Springfield, but were docile, well behaved, and law-abiding. Maybe the school atmosphere in these two cities was more health giving. I have always been of the opinion that there was about the same amount of human nature in any one hundred children wherever found, selected indiscriminately. My opinion is, there is a very large amount of good in all children. They are just from the hand of God and should be without flaw, if not spoiled by incompetency.

It is true we have an account of some little folks who followed a poor old man with scant sprigs on his head and called him baldy, but they were eaten up by bears, so we have none of their seed left.

A certain Great Teacher, nearly two thousand years ago, desired little children be brought unto him "for of such is the kingdom of heaven." I expect children by nature are as good now as they were then. I have never heard of a cog being slipped,—if not the machinery is running on about the same.

I am one that does not believe in bad children, nor in the "bad boy." Before a child's judgment is matured he is liable to many mistakes, and may be made vicious.

I once knew a school where all the children seemed angels; they were under a very superior teacher, young, and one full of force, and love for children. These same "angels of light" were put in charge of an old roadster with every drop of the milk of human kindness dried up in him, and in a very short time, the same youngsters became "angels of darkness." They had been fed on the same food, drank the same liquid, and breathed the

same atmosphere. Their digestion was not impaired, but they had a different teacher.

I was in a school-room once upon a time, where the teacher said she had whipped every boy in her room that day. She was a good scholar, an earnest, faithful woman, a graduate of one of our best colleges and was up high in Latin and Greek, but she could not shape human minds nor reach the heart of children. *What had she learned in school?* Why did she not call on her "superior learning"? She could not interest her children. She did not know how.

I have never known an instance where there was trouble in school and the teacher not more or less to blame.

The teacher is the school and the school is the teacher, not one whit more or less. A good school, a good teacher; a poor school, a poor teacher. I do not believe there is an exception in the whole United States.

If there is rebellion in school the children have been outraged. Kansas City has no rebellion in her educational halls because she has good teachers. Change them, and put in a lot of incompetents for guides and the children will not only rebel, but run wild, kick the stove down stairs, and throw the baby out of the window.

I was in a school not long since where heaven reigned supreme. The teacher was a gem of a woman, her pupils a delight,—not one of them, boy or girl, would any more think of giving her trouble than they would the president of the United States.

Rebellion in those children! they could never dream of such a thing. Why should they wish to rebel? They could not possibly wish to disturb the harmony there. They were enjoying heaven; their studies were a source of great pleasure. They worked right on with the zest of delighted youths. Were they members of the president's cabinet working on state papers, they could not bend to it more diligently. Recess came, and the teacher, talking to a caller forgot all about recess and her pupils were as oblivious of it as she, altho the rest of the school was out. They studied right on till the teacher came to herself and gave the signal. Not a sour or disappointed look there. This was an eighth grade taught by the principal.

Wherever there is rebellion there is cause for it, and the cause is in the teacher or in the management, if in school, and if in the state, the affairs are badly managed,—"taxation without representation," the "stamp act," or Berkeley is trying to run it his way, or the Poles have been deprived of their country, or some other cause.

Young America did set itself up, defied the "mother country," trampled under foot all laws, licked the old mother, set up housekeeping for himself, and has been bragging about it ever since.

Cuba rebelled, and Spain tried the shingle business, but instead of lauding the old mother for what she was trying to do to her law breaker, her refractory child, we turned in and helped baste the old lady, and drove her off the barn floor.

Of course people will rebel when they are outraged, and so will children. If the child could enter his complaints, what a tale of woe!

Germany is mentioned as an example of training a child in the way he should go. I do not admire her management of affairs; it is a militant government where the army is supreme and where brute force is too much in evidence, in her schools as well as in her state affairs. Look at the brutal treatment by the officers of her armies of the common soldiers. But a few days since these men so taught "to respect law," fell upon some of these brutal officers and smote them hip and thigh, pelted them with stones and clubs and looked at them *cross-eyed*. So distasteful is this tyrannous rule that the people by millions are becoming socialists determined to overthrow this rule of might. Brutality shall not endure.

In the army I would put down rebellion by putting it in charge of a better class of officers. In the school-room I would put down rebellion by changing teachers.

Springfield, Mo.

J. FAIRBANKS.

President Roosevelt.

Mr. Sampson's attack on the president, page 100 of THE SCHOOL JOURNAL, is deserving of notice on account of of the wide circulation of your periodical among educators.

In regard to the "coarseness" of the president's character, there is evidently a difference of opinion between Mr. Sampson and those citizens who placed Mr. Roosevelt in office; while the president's sound and conservative ideas in regard to every subject on which he has yet expressed himself can create "disgust" and "abhorrence" in those minds only, whose superficiality renders the understanding of a deep principle impossible.

Marriage is a divine institution established for a definite purpose. We are commanded to "multiply" and inhabit the earth. But no one contends that the command requires numerous children unless they can be properly clothed, fed, educated, and reared in health; for we are also commanded to be temperate in all things.

No one would do more than our president to establish suitable regulations governing marriage among paupers, criminals, the diseased, the mentally unsound, etc. The evil against which the president and all other thoughtful people are protesting is the deliberate shirking of parenthood by those whose wealth, education, and other advantages give them the opportunity of improving and elevating the race. This is an evil that usually follows affluence. Just as soon as a people becomes sufficiently opulent to have a leisure class this evil appears, and unless checked the results are disastrous. Does Mr. S. admire that large class of women who spend their days in dressing for balls and fondling lap poodles, but have no time for such frivolous duties as those of motherhood? "He who makes two blades of grass grow where one grew before" is a benefactor.

How one child can be sufficiently well endowed to compensate for the race suicide which the ratio of one child to two parents would cause, Mr. S. does not explain; and why a population large enough to cultivate all our broad acres should result in evil is a question which his article suggests but does not answer.

But Mr. Sampson's chief solicitude seems to be about the womanhood of America. His article is here too insipid for much comment. I will only say that God created man and woman. Both were given certain duties and responsibilities. Whether His plan can be improved upon is not for us to say.

Felts Mills, N. Y.

ROBERT D. ANGELL.

It Is Not So Now.

The article in one of the magazines declaring the uselessness of educational journals to teachers will be read with surprise by most of us who are striving for more light in education. It seems to me to be the expression of that part of the body engaged in teaching well described by Dr. W. T. Harris as "dead at the top." There used to be a very considerable number who rested secure in the doctrines of this writer, but only a small part so believe to-day.

Professor de Graff, whose name will long continue to be mentioned with deep respect by the teachers of New York, said, "From the very poorest of these journals I obtain most valuable ideas; the dollar each usually charged for a year's subscription will come back tenfold to all thoughtful teachers." This is my conviction too, after many years of experience. I have had teachers who did and who did not take an educational journal, and I have always noticed that the former class were my ablest assistants.

While superintending the schools of a certain small city, I noticed the mental activity of a new lady teacher; at the first meeting of the teachers a position was at once accorded her. "She understands the business," was remarked by my assistant. Some curiosity was expressed by one of the teachers, because this lady had come from a country school, and it appeared she had been a subscriber to an educational journal. That fact caused several to become subscribers.

The writer of the article referred to correctly represents

the opinion held by many women teachers about twenty-five or thirty years ago; this time probably one-half of the women of the northern half of the country are subscribers to educational papers. This seems to me to be the correct statement of the case. The teacher needs two things essentially; first, a knowledge of subjects of study; secondly, a knowledge of the human being, as one who is moving from childhood towards adult life—that life to be in advance of the present adult life. Now the first is comparatively easy to attain. Almost every person one meets in the street has enough knowledge to be a teacher; the second is that which is so difficult of attainment; it is that which distinguishes teachers. This is the field for the educational journal.

I must personally confess my indebtedness to educational journals. I began to keep school, and thought because I could keep fine order that I was a good teacher. An educational journal was put in my hands; it presented a nobler ideal; I tried to realize this and found the need of a study of educational questions. I have not ceased to keep battling on the solution of these. I have derived pleasure and profit from this attitude; my value as a teacher is not my knowledge of the various subjects. I have derived constant aid from the educational journal and cannot but testify to its value. (R. C. JOHNSON.)

Brooklyn.

Welcome to the *Holiday Magazine*: it deserves a place in every primary school-room and in every home in the land, where there are boys and girls. Teachers, do take it for your children—they will enjoy the stories and will delight in the charming pictures.

The *Holiday Magazine* is a new monthly periodical, designed for boys and girls a little too young for *St. Nicholas* and the *Youth's Companion*, and yet too old for the baby magazines. Every number contains thirty-two pages of stories, pictures, bits of science and other facts, poems and songs, and every page is readable and enjoyable. Its charm is indescribable; the magazine must be seen to be appreciated, but the subscription price is only fifty cents a year, and a sample copy could undoubtedly be obtained from the publishers for five cents. It is worth this to the teacher, over and over again.

Miss Katharine N. Birdsall, the well-known writer, is the editor, and such writers as Ernest Thompson Seton, Tudor Jenks, Ralph Henry Barbour, Albert Bigelow Paine, and Josephine Daskam are among the contributors. Address the Holiday Publishing Company, New York.



The Public Library of the Future, When Phonographs Will Replace Books.

—McCutcheon : Chicago Tribune

Notes of New Books.

One of the volumes of Longmans' English Classic series, edited by George Rice Carpenter, A. B., of Columbia university, is *Irving's Oliver Goldsmith*, edited, with notes and introduction, by Lewis B. Semple, Ph. D. Apart from the correction of a few typographical errors, the text of this edition remains as the author passed it thru the press. As the book is intended for reading and not for study, the notes aim merely to give information not at Irving's command regarding Goldsmith himself, to throw a little light upon the persons and places associated with him, to explain a few allusions, and to assist in developing the lines of thought suggested by the text. The book has for frontispiece a portrait of Oliver Goldsmith, after the painting by Sir Joshua Reynolds. (Longmans, Green & Company, New York.)

In *Heroes of Chivalry* Louise Maitland has related for the delectation of children some of the stories that have been woven into literature by the great writers of the world. The volume belongs to a series of *Stories of Heroes* edited by Superintendent Charles B. Gilbert. These tales relate to King Arthur, the quest of the Holy Grail, and Roland. The style is excellent, and the book admirable as to printing, illustration, and binding. (Silver, Burdett & Company, New York.)

Character, by Henry Varnum, is a moral text-book, a work intended for the school where the teacher is really attempting to train the children for the moral living of their lives. Mr. Varnum believes that moral training must be systematically carried on. Under the prevalent haphazard procedure truth may be inculcated but honesty neglected. Honesty may be cultivated but civility slipped over. For this reason he has paid particular attention to covering every phase that can be construed as coming within the realms of moral development. He has divided his volume into eighteen books, usually of twelve parts, on some topic of the subject, as merit, purpose, decision, example, ideals, influence, happiness, disposition, forgiveness, mercy, etc. He has gathered within 400 pages all the universally accepted tenets of moral behavior of the great men who have written since literature began. Every chapter is made up of memory gems, all expressing some truth of the social laws which are in reality the accumulated result of generations. The arrangement has been carefully worked out to permit of its use as a graded text-book. (Henry Varnum, Jacksonville, Fla.)

The directors of "The Old South Work" have published No. 136 and No. 140 of the *Old South Leaflets*. No. 136 is an extract from President Dwight's "Travels in New England." Dr. Dwight was president of Yale from 1795 to 1817, and his letters give a unique and valuable picture of New England at that time. The extracts in the present leaflet describe Boston and the Bostonians of the period.

Leaflet No. 140 deals with the incident of Samuel Hoar's expulsion from Charleston in 1844. The excitement which his appearance in Charleston as a representative of Massachusetts and his expulsion from the city roused, constitute one of the most stirring chapters of the anti-slavery struggle. Mr. Hoar's own account of the incident and Governor Briggs', of Massachusetts, message concerning it, with other papers, are printed in the leaflet.

Modern Language Texts.

Reviewed by Paul Grummann.

Longmans' Illustrated Second French Reading Book and Grammar, by John Bidgood, B. Sc., headmaster of the Gateshead Higher Grade school, and J. Watson Campbell, late teacher of French in the Edinburgh Ladies' college. New edition.—This book is constructed according to the inductive plan. Each lesson begins with a reading exercise, which is accompanied by an illustration which adds interest to the work of the pupils. Part II. contains lessons in grammar to be used after the reading lesson is thoroly mastered. Appendix I. contains more general grammatical principles, while appendix II. consists of ten pages of material for translation based upon the reading exercises. (Longmans, Green & Company, London and New York.)

A First Scientific French Reader, by B. L. Bowen, professor of Romance languages in the Ohio State university. The importance of special reading matter for science students cannot be emphasized too much. While this work should not constitute all of the training which the student of science receives in the modern languages, the entire omission seriously impedes him in his special work. Professor Bowen has made an excellent compilation of reading material, which gives enough variety to make it useful generally. The notes and vocabulary lay no stress upon etymologies. In this respect the book resembles all science readers which have been published, yet there is no class of students who need training along this line more than those for whom these books are intended. The "Historical Reading Book" of Beresford-Webb might indicate the possibilities for future science readers. (D. C. Heath & Company, Boston.)

Sans Famille, par Hector Malot, abridged with introduction, notes, and vocabulary, by Hugo Paul Thieme, Ph. D., of the University of Michigan.—This novel which won for its author the Montyon prize of 50,000 francs conferred by the French academy, is in every way suitable for class work. The author is a realist of Daudet's type, who thru the delicacy of his taste and his sense of proportion avoids the extremes of some of his contemporaries. The story is abridged by cutting out descriptive parts, thus bringing the book down to 174 pages. The book is clearly intended for second-year students, yet a vocabulary is appended. This probably is done on account of the demands of the book trade; for it can hardly be justified pedagogically, since special vocabularies at best do not train the discriminating faculty as a proper use of the dictionary will. (Henry Holt & Company, New York. Price, \$0.40.)

Monsieur Bergeret: Passages from L'Histoire Contemporaine, by Anatole France, of the Académie Française. Selected and edited with an introduction and notes by Francis Harold Dike, instructor in modern languages in the Massachusetts Institute of Technology.—This book does not consist of historical selections nor is it a realistic account of modern French life, but rather an idealistic interpretation of the same. The author is highly subjective and goes so far as to renounce what is commonly termed the reality of everyday life. The introduction is unusually well written and gives an account of the peculiar position held by Anatole France (Jacques-Anatole-François-Thibault) in modern French literature. Stress is properly laid upon the author's views on literary criticism, since this is essential to a correct understanding of the text. (Silver, Burdett & Company, New York.)

Tartarin de Tarascon, par Alphonse Daudet, edited with notes and vocabulary by C. Fontaine, B. es L., L. en D., De Witt Clinton High school, New York; late director of Romance language instruction in the High school of Washington. Daudet's prose lends itself admirably to the purposes of the class-room, and Professor Fontaine has done well in adding *Tartarin de Tarascon* to the texts available for that purpose. The book gives the pupil an insight into the characteristics of the Frenchman of the South and serves as a model of realistic humor. It would be difficult to find a finer representative of moderate realism than is here offered. The notes appear at the bottom of the text. A vocabulary, which is hardly necessary for students for whom this text is intended, is added. (American Book Company, New York. Price, \$0.45.)

Hugo's Spanish Simplified, an easy and rapid method for learning the language, has just appeared from the house of Isaac Pitman & Sons. It contains a simple but complete grammar, a collection of amusing anecdotes and short stories for translation, and a collection of the important idioms of the language. The book is designed to teach the student to speak and write correctly in simple language. The rules are concise and clear; but at the same time nothing of importance is omitted.

The study of Spanish is becoming important for Americans and this little book should prove of great assistance to the beginner. To anyone wishing to learn a little of the language for business purposes, it is excellent. (Isaac Pitman & Sons. Price, \$1.00.)

Origin

Of a Famous Human Food.

The story of great discoveries or inventions is always of interest.

An active brain worker who found himself hampered by lack of bodily strength and vigor and could not carry out the plans and enterprises he knew how to conduct was led to study various foods and their effects upon the human system. In other words, before he could carry out his plans, he had to find a food that would carry him along and renew his physical and mental strength.

He knew that a food that was a brain and nerve builder (rather than a mere fat maker), was universally needed. He knew that meat with the average man does not accomplish the desired results. He knew that the soft gray substance in brain and nerve centers is made from Albumen and Phosphate of Potash obtained from food. Then he started to solve the problem.

Careful and extensive experiments evolved Grape-Nuts, the now famous food. Grape-Nuts contain the brain and nerve building food elements in condition for easy digestion. The result of eating Grape-Nuts daily is easily seen in a marked sturdiness and activity of the brain and nervous system, making it a pleasure for one to carry on the daily duties without fatigue or exhaustion. The food is in no sense a stimulant, but is simply food which renews and replaces the daily waste of brain and nerves.

Its flavor is charming, and, being fully and thoroughly cooked at the factory, it is served instantly with cream.

The signature of the brain worker spoken of, C. W. Post, is to be seen on each genuine package of Grape-Nuts.

Look in each package for a copy of the famous little book, "The Road to Wellville."

The Educational Outlook.

The following professors will lecture at the St. Louis fair next year: Drs. Hurnack, theology; Engelman, astronomy; Waldeyer, anatomy; Pfleiderer, theology—all of Berlin; Leo, of Göttingen; Marchand, of Leipsic, and Conrad, professor of political economy at Halle.

The West Point of the future will be, in perfection of equipment, the equal of any military training-school in the world. Congress has appropriated \$5,500,000 to be used in remodeling the buildings and grounds and later it will be asked to make an additional appropriation of \$8,000,000 for the same purpose. Accommodations are to be provided for the housing, training, and recreation of 1,200 cadets. Among the notable improvements will be the new academic building, a new riding hall and cadet barracks.

A revolt against vaccination is occupying the attention of Grant county, Indiana. All teachers and pupils are required to be vaccinated before entering school, and at least a third of the school population refuses to obey the order notwithstanding the compulsory education law. Many schools have been dismissed and others are greatly demoralized.

It is reported that one man escorted his children to school with a shot-gun, and stood guard while they attended the sessions.

The principal of the Kenosha, Wis., high school, announces that he will expel any pupil using cigarettes. The board of education approves his stand.

A partial canvass of Kansas, recently made by State Supt. J. L. Dayhoff, shows that thirty-one counties need 174 teachers before schools can open in all the districts. This shortage is the greatest since the public school system was established. It is attributed by Superintendent Dayhoff to the anti-marriage orders issued by a number of the district school boards. The male teachers can make more money by working on the farms than by teaching, and the women will not accept schools managed by boards which forbid them to marry.

A. C. Fleshman has been elected superintendent of the model school at the Pennsylvania State Normal school, Slippery Rock, Pa. He is a graduate of the National Normal university, and has done graduate work at Chicago, New York, and Columbia universities. He has taught in the public schools of Indiana, and was superintendent of schools at Winchester, Ky.

A committee on the public schools of Florida has recommended a course of study for the elementary and high schools of that state. The law provides for a uniform course of study for the public high schools and rural graded schools.

Dr. J. W. Stearns has resigned his position on the faculty of the school of education in Wisconsin state university. Dr. Stearns went to Wisconsin in 1878 as the president of the Whitewater Normal school, having previously served in Chicago university and as principal of a government normal school in the Argentine republic. In 1885 he accepted the chair of pedagogy at Wisconsin state university, and later became director of the school of education in the same institution.

D. D. Mayne, formerly superintendent of the schools of Janesville, Wis., but more recently of Ishpeming, Mich., has been elected principal of the Minnesota School of Agriculture. Principal Mayne has been president of the Southern Teachers' Association of Wisconsin, and

state director of the N. E. A. from the same state. Together with Prof. E. S. Goff and W. D. Hoard, he is the author of "First Principles of Agriculture." He is also, author of "A Special Geography of Wisconsin," "Office Methods and Business Practice," and "The Modern Business Speller."

The state superintendent of public instruction has received reports which indicate that the women of Kansas have elected a majority of the members of the county school boards of the state. Their platform declared for wiping out the provisions of the teachers' contract which forbid women teachers to receive calls from men during the term of school and provide forfeiture of a portion of salaries for women who marry before the end of the year.

According to the report of Supt. Henry Snyder, of Jersey City, not a child failed of admission to the public schools at the beginning of the fall term for lack of room. There are 1,366 more pupils registered than last year. The city provided sufficient accommodations by erecting eleven small frame buildings in several school yards.

The school year in Porto Rico opened on September 28. There are now 1,125 schools, attended by 70,000 pupils, being nineteen per cent. of the school population. In December, 1897, there were but 22,000 children attending school.

The University of Porto Rico has opened for the first time, with an enrollment of over 150 students in normal courses.

President David Starr Jordan, of Leland Stanford university, has presented to that institution as a gift, his magnificent collection of books on ichthyology, on which he is one of the leading authorities of the world.

The collection contains in the neighborhood of 3,000 volumes, and is undoubtedly one of the finest in existence.

The University of Chicago has opened with the largest registration in its history, with six new buildings, and with the university high school and the secondary departments of the school of education opening their doors to conduct children from the kindergarten to the college recitation room.

Chicago Teachers' College.

Ground has been broken for the new teachers' college to be erected in Chicago at a cost of more than half a million dollars. The site is at South Normal parkway and Stewart avenue.

Superintendent Cooley made a short speech at the beginning of the excavations. "The teachers' college for which we are now breaking ground," he said, "gradually will enlarge its scope until it will prepare for all grades of teaching, grant degrees, and take rank with the universities. In the future it will cease to be a local institution, and will offer its advantages to the entire Northwest."

This was the first announcement of the wide policy of the school.

School for Crippled Children.

The child study department of the Chicago school board has begun the work of examining the crippled children, with a view to collecting statistics showing the effect of different physical deformities and afflictions on the mental power of the children. In future all applying for entrance to schools for crippled children will be examined by the department before they will be admitted. It is felt that some of these children are so deficient mentally that they receive no ad-

vantage from the instruction, and thus they keep the brighter pupils from progressing.

Bequest to Public Schools.

State Supt. Charles R. Skinner has received from the state comptroller a check for \$2,150, being the interest on the bequest of the late William Vorce, of the town of Westfield, Chautauqua county. The income of this bequest is to be annually divided by the state superintendent of public instruction among the common and union free schools of Ellery, Chautauqua and Westfield, N. Y., on the same basis as state funds are distributed to these districts.

Mr. Vorce was a wealthy resident of Westfield who said, in his will, that having accumulated his property by industry and frugality while a citizen of these towns, he desired to be remembered by his fellow citizens there, and he thought that his property would be of more lasting benefit to them and those that came after them if he made some provision to assist in the education of the children.

Recent Deaths.

Hudson A. Wood, who had taught mathematics for many years in several schools, died on September 29. He was graduated from the University of Michigan in 1866, received the degree of A. M. from the same institution in 1868, and the degree of Ph. D. from the Windsor, Md., college in 1895. He served as principal of Middleton, Del., academy; vice-principal of the Keystone State normal school, Kutztown, Penn., instructor in mathematics at the New York school of languages, Case School of Applied Science, Cleveland, Ohio, and Stevens institute, Hoboken, N. J.

Mr. Wood had written a trigonometry and "Short Cuts to Arithmetic."

READFIELD, ME.—The wife of Prof. J. O. Newton, of Maine Wesleyan Female college, was drowned on September 26.

Lieut. Commander John Pemberton, late of the United States navy, died on September 28. From 1890 to 1894 he was professor of mechanical engineering at the Pennsylvania state college.

The Rev. Robert M. Luther, professor of church history at the Amity theological school, died suddenly on September 28. Dr. Luther was in charge of a normal school in British Burmah for a number of years.

Dr. Austin Holden, librarian of the American Academy of Arts and Sciences, died on Oct. 1.

Lorenzo Morris, the president of the board of managers of the Fredonia, N. Y., normal school, died on October 2.

Henry S. Washburn, for seventeen years a member of the Boston school committee, died on October 1. He was educated at Worcester academy and Brown university. Besides serving on the Boston school committee he was for some time a member of the Massachusetts legislative committee on education.

MEDFORD, MASS.—Prof. Benjamin G. Brown, of Tufts college, died on Sept. 28 at his summer residence in Marblehead, of heart disease. He was sixty-six years old, a native of Marblehead, and a graduate of Harvard, class of 1858. In 1861 he became instructor in mathematics at Tufts college, having charge of the whole department, and also giving instruction to the juniors in physics. In 1865 he was elected Walker professor of mathematics, and he continued in that position until his death.

The Greater New York.

City Superintendent Maxwell has assigned Miss Richman to duty in districts Nos. 2 and 3 on the East side. These districts were formerly under the charge of Superintendent Haskell. It is understood that this assignment was at Miss Richman's request. For years she has been actively identified with settlement work in that section, and she not only knows that part of the city thoroly, but is known and respected there.

The next regular meeting of the Schoolmasters' Club will be held at the St. Denis on Saturday evening, Oct. 10, at six P. M. The subject "Some Phases of Modern Education" will be discussed by Dr. A. C. MacLachlan, principal of the Jamaica State Normal school; Dr. John T. Buchanan, principal of the De Witt Clinton High school; District Supt. Charles W. Lyons, New York city; Dr. John P. Conroy, principal of P. S. No. 179, Manhattan; Supt. F. E. Spaulding, Passaic, N. J.; and Prin. Channing Stebbins, P. S. No. 77, Brooklyn.

The fall meeting of the New York City High School Teachers' Association will be held on Saturday, Oct. 10, at 10.30 A. M., at the High School of Commerce, 155 West 65th street. Pres. John H. Finley, of City college, will address the association. There will be departmental meetings preceding the general meeting. All high school teachers are invited to be present. J. J. Sheppard, of the High School of Commerce, is president of the association, and Helen M. Sweeney is secretary.

At the last meeting of the local school board of District No. 25, Congressman Goulden resigned as chairman of the board. In his letter of resignation Mr. Goulden recorded his high appreciation of the uniform kindness and courtesy with which he had always been treated by the board of education, the board of superintendents, the principals, and teachers, and his associates of the local board.

Resolutions were adopted by the board expressing regret at receiving the resignation, and appreciation of the loss which the school system suffered by the retirement of Mr. Goulden.

The university extension courses of the New York City Teachers' Association are to be resumed. On Monday, Oct. 12, the course in methods will begin under the direction of Dr. Burtis C. Magie, principal of P. S. No. 18.

The course in history and civics will begin Tuesday, Oct. 13, under Prin. James F. Kiernan, P. S. No. 103. On Wednesday, Oct. 14, Prin. William F. O'Callaghan, P. S. No. 58, will open his course in psychology.

Classes in the history and principles of education, mathematics, and English will also be formed, and an advanced class in history, and civics will be conducted by Principal Kiernan. The board of examiners has agreed to grant the usual exemptions from examinations for satisfactory work done in these courses.

It is the intention of the teachers' association of the borough of Richmond to establish university extension courses along lines similar to those of other city teachers' organizations. James Harrigan is the president of the association, and Lawrence A. Toepf is secretary.

The outlook for continuing work on the new school buildings in New York city is somewhat brighter, as the steam fitters' strike has been declared off.

The schoolship St. Mary's has tied up at the foot of East Twenty-fourth street with her crew of ninety-two boys all safer after their five months cruise across the ocean. The ship touched at Queenstown

and Cherbourg. Twenty-six of the boys are to graduate at once.

Arrangements have been made for conferences of principals, upon the new course of study. These conferences will consist of a paper followed by a general discussion. The dates and topics are as follows:

Oct. 17.—The teaching of inventional geometry.

Oct. 31.—The language work of the first five years.

Nov. 14.—Teaching English to foreigners during the first two years of school.

Dec. 5.—The teaching of literature in the elementary school.

Dec. 19.—The teaching of composition in the elementary school.

Jan. 9.—Reading and word study in the elementary school.

Jan. 23.—The teaching of grammar.

Feb. 6.—The use of library books.

The board of education has received notice of the action of the board of estimate authorizing the issue of bonds to the amount of \$2,888,430 for new school buildings and sites. The city authorities have now granted the board of education all it has asked for in the way of bond issues to enable it to meet the demand for room in the schools.

The one hundred twentieth regular meeting of the Schoolmasters' Association of New York and vicinity will be held on Saturday, Oct. 10, at 10.30 A. M., in the Girls' Technical High school, 34 East Twelfth street, New York. The topic of the morning will be "The general work and principles of the association." The speakers will include Walter B. Gunnison, Erasmus Hall High school; J. G. Crosswell, Brearley school; William A. McAndrew, Girls' Technical High school; Wilson Farrand, Newark academy; Randall Spaulding, Montclair High school, and Theodore C. Mitchell, Boys' High school, Brooklyn.

School Growth Since 1898.

The following figures are from a circular issued by the Citizens' Union, showing the improvements of the schools of New York city during the past year.

"In September, 1898, the number of children in part-time classes in the public schools was 49,957. The average annual increase is about 25,000 children. The number of children in part-time classes grew apace. In 1901 there were 58,123. In 1902 there were 69,063.

Between Jan. 1, 1902, and Dec. 31, 1902, contracts were given out for buildings having a capacity of 48,475. Contracts for new buildings and for additions to buildings made in each year since the present city of New York was created represented sittings as follows:

Year	Number of Sittings
1898	4,550
1899	26,049
1900	23,514
1901	21,019
1902	48,875

It had been expected that 35,384 new sittings would be ready in 1903, but labor troubles prevented. On December 31, 1902, 68,035 new sittings were under way—the largest number in the history of the city.

School Registration.

City Superintendent Maxwell has issued a detailed statement of the registration in the schools thruout the five boroughs. The registry was 535,102, an increase over last year of 40,408. The attendance on September 14 was 475,123, an increase over last year of 34,393. The children on part time number 87,557, an increase of 24,288.

In Manhattan the number of children part time is 42,926, an increase of 16,228, while in Brooklyn the increase is 6,437. Practically no children are on part time in the high schools.

For the first time Manhattan takes the lead in the number of pupils in the high schools, the attendance being 7,227, an increase of 2,169, while the attendance in Brooklyn is only 6,668.

Superintendent Maxwell says in regard to the figures: "It must be understood that the figures of registration for the first day of school are not to be taken as an index of permanent conditions. They represent simply the taking of stock, and do not show at all the effects of the efforts of the superintendents, by means of transferring classes, to reduce the number of children on part time. The figures which will be reported shortly will show, I am sure, considerable reduction in part time registration."

"The figures of register, furthermore, are somewhat padded by reason of the fact that on the first day of school many children are still retained on the register of their old school because the principal has no indication that they actually are not to return. Similarly children transferred are retained on the register of one school until official notification has been received of their acceptance at another school. The figures of attendance, however, are entirely reliable. The increase of 34,393 is truly remarkable, and when taken with the large increase in attendance in 1902, had, I think, a significant meaning."

"It indicates, I believe, that practically every child of school age in the city is now entered on the school registers. I think, too, that it is an indication that the recently improved child labor laws are beginning to show their influence. It is a source of pleasure that no child over six years of age has been reported as refused. When the several buildings promised for the next few months are open, the figures for part-time classes will be significantly reduced."

The Evening Lectures.

As the free lecture system under the charge of the New York board of education has expanded, the question of obtaining good lecturers has become often times a serious one. At the present time about twenty-five per cent. of the lecturers employed are women. Their number is increasing year by year, and the scope of the subjects upon which they lecture is constantly widening. A majority, however, speak on topics covered by music, literature, travel, and art.

The process of elimination going on in the lecture system is a severe one. Four inspectors cull out the fittest speakers by attending all the new lectures and a majority of the old ones. Objectionable peculiarities of manner or voice, despite the value of the subject or the lecture itself, debar a candidate from further engagement. The season from October to May is divided into three terms. If a lecturer is not wholly satisfactory after the first assignment he is not called upon again.

Dr. Leipziger, who has charge of the lecture system, receives numerous letters which attest strikingly the value of the system. Some quotations follow: "We live year after year in this neighborhood, principally to be near the lectures."

"The lectures are a boon to us mothers. They keep us in touch with our sons and daughters at high school."

"It strikes me that Sunday lectures, especially of a musical nature, will do more toward purifying the morals of the city than any amount of legislation tending to regulate the liquor traffic."

Dr. Finley Installed.

The installation of Dr. John Huston Finley as president, and the laying of the cornerstone of the new buildings made September 29 an important day in the history of City college. Among those who took part were Grover Cleveland, Senator Depew, President Hadley of Yale, President Butler of Columbia, President Schurman of Cornell, and President Remsen of Johns Hopkins.

The ceremonies at Carnegie hall were opened by prayer by the Rev. Henry Van Dyke of Princeton. A letter from President Roosevelt was read, congratulating Dr. Finley upon his opportunities. Edward Lauterbach, a chairman of the board of trustees, presented Dr. Finley with the seal of the college.

In his inaugural address Dr. Finley spoke of the potency of the city and the college. The two, he said, are the most potent substantives that stand under the life of the republic. The college of the democracy he described as the expression of its highest and best aspirations,—but while the ideal location for a college was in the country, poor students could not afford to go to it, and, therefore, the college must be brought to them in the cities.

The curriculum of City college, the speaker said, should be as thoro and as inspiring as is to be had in any American college. He continued: "We shall all agree that that curriculum is best which gives those who walk in it the companionship and guidance of the best men and the best scholars. Its extent should be determined, so far as the economics of the journey will allow, by the capacities of individual students.

"But we ought also to exact of those who come to us as severe a labor in their service to learning as their brothers, who are forbidden these privileges, give to livelihood; as their parents give in their pinching self-denials, or as the great public gives who lends of to-day for the bettering of to-morrow."

Prof. Adolph Werner, of the department of German, welcomed the new president in behalf of the faculty. Senator Depew, speaking as a Regent of the State of New York, discussed the industrial problems of to-day and the necessity for educated leaders. Grover Cleveland spoke of the democracy of education and emphasized the need of the nation that education should serve as a steady force in the national life.

At the exercises for the laying of the cornerstone, Trustee Edward M. Shepard said: "We celebrate the end of the experimental life of this college,—its establishment as an integral part of the public administration of the chief city of our land. To-day settles the long controversy whether it is the privilege of government to give higher education to those who are competent and will use it for the benefit of their fellow-man.

"We promise that this college shall be a worthy crown of our school system, not less than nor more than a college, a faithful supporter and feeder of universities and other professional schools. We promise that no young man, fit for its privileges and equal to its arduous service, shall be denied admission."

Mayor Low laid the cornerstone, and short addresses were made by President Finley, Governor Odell, Prof. Alfred G. Compton, Charles E. Lydecker, Alexander P. Ketchum, and Gen. Alfred C. Barnes.

Strikes and the Schools.

The board of education is now obliged to face the problem of the cessation of work on all school buildings in course of construction in the boroughs of Brooklyn and Queens. The walking delegates threaten to stop all work because the board of education when asked to pre-

vent contractors from employing non-union workmen stated that, under the new law and its contracts, it would be impossible to attempt to do so.

In Brooklyn there are twelve schools going up; in Queens, five. It is feared that work may be stopped, not only on the new buildings, but also on additions to several others, and important and necessary repairs, which, being completed, would greatly increase the seating capacity of the schools.

Superintendent of Buildings Snyder says that the board of walking delegates stated that, thus far, they had kept their hands off the school work in Brooklyn, but as it had been intimated to them that public opinion was so strong that it would not admit of any interference with schools, it was practically imperative upon them to show that their unions stood together.

Mr. Snyder explained to the delegates that neither the building committee nor the board of education could ask contractors to withdraw non-union men, for the reason that the law did not recognize any difference, and that interference by the board would nullify the contract as far as the clause relating to liquidated damages was concerned.

In an interview Supt. Snyder discussed the situation as follows: "It is impossible to say what the outcome of this matter will be. There is nothing the board of education can do. There was a similar case in 1899, and the corporation counsel decided that it would be illegal to discriminate between union and non-union men. Heretofore, we have done very well at school building in Brooklyn, and it seemed reasonable to expect that, by the first of next year, many additional classes could be accommodated. But this hope will be dissipated in the event of a tie-up.

"The situation in Manhattan is serious enough as it is. Several buildings are unavailable, for the sole reason that the radiators are not connected with the furnaces. This is due to the strike of the steamfitters, which has been on for several weeks. At present, there are twenty-two classes in the new school building in East Houston street, where not a single radiator is hooked up."

Biblical Requirements.

In his opening address to the college department of New York university, Chancellor H. M. MacCracken deplored the lack of home and religious training on the part of the freshmen. "I wish," he said, "that we could require from every freshman a Sunday school diploma that would certify that he knew by heart the Ten Commandments, the Sermon on the Mount, a church catechism of some kind, and a score of the Psalms and best classical hymns. This university will join any association of universities and colleges that will demand this as an entrance requirement. So much as in us lies we will make the college a place for preserving and strengthening reverence for things divine."

Society of Pedagogy Classes.

The following university extension courses, given under the direction of the New York Society of Pedagogy and approved by the board of examiners of New York city, exempt from examination in principles and methods of teaching, for license for promotion, and meet in part requirements establishing eligibility for license as assistant to principal: Principles and methods of education; school management, blackboard illustration, and psychology.

Classes are now forming and will be given by Dr. Duggan, B. J. Devlin, and Miss A. Grace Gibson. Classes in psychology, English history and civics, geography and science, drawing and con-

structive work will be formed if the demand for them is sufficient.

In Stormy Weather.

Since the storm of Sept. 16 a number of complaints have been made by parents that their children were turned out of the schools during the height of the tempest. City Superintendent Maxwell has sent a circular to the principals urging discretion on their part. The circular reads:

"I wish to call your attention to the by-laws on this subject. Considerable complaint has arisen because of the fact that many principals and teachers insisted upon having their pupils leave the school buildings at the noon hour on the sixteenth, in the midst of a heavy storm. As a consequence, the children were thoroly drenched before arriving at their homes. On the other hand, some principals saw fit to detain their pupils and close school at two.

"Principals should use proper discretion in the interpretation of this by-law. Will you please see that there is no just complaint made against your school in the future, either in sending children from the building during a violent storm, or in closing the school with one session."

Catholic Institute of Pedagogy.

The institute of pedagogy, a department of the Catholic university of America, instituted in this city last year, opened its second term on the first of October, at the Cathedral college, under the direction of Dr. Pace, professor of philosophy at the university. Dr. Moore, of the Paulist community, is conducting the lectures in psychology. Other courses will be given in English, history, history of education, and principles and methods of education.

New School Laws.

On Oct. 1 three laws in regard to school attendance went into effect. The first of these was the new compulsory labor law, which compels the attendance of children between eight and fourteen during the entire school year. In addition every boy between fourteen and sixteen years of age, not engaged in employment or service, and who has not completed the elementary school course or its equivalent, must attend evening school.

The two other laws affect the employment of children in factories and mercantile establishments. These provide that no child under fourteen shall be employed in any factory or mercantile establishment, while children from fourteen to sixteen must present certificates of proper schooling before being allowed to work.

Lectures for Brooklyn Teachers.

Chairman De Forest A. Preston, of the studies and lectures committees of the Brooklyn Teachers' Association, has announced that Dr. Frank McMurry, of Teachers college, has been engaged for a series of lectures on "Study and Class Recitation." A teachers' conference, conducted by leading teachers and principals of Brooklyn, will follow each lecture.

Four lectures will be delivered by Dr. McMurry, and they will be based upon the four leading topics of the course of study as connected with the general theme, "Study and Class Recitation." Dr. McMurry will lecture on Oct. 1 and 15, Nov. 19, and Dec. 17, while the conferences of teachers will be held on Oct. 8 and 22, and Dec. 3. Both lectures and conferences will be held at P. S. No. 15, Third avenue and State street, Brooklyn.



Educational New England.

AMHERST, MASS.—Amherst college has opened with an entering class of 125, the largest in several years. The total registration is not far from 400. Walter M. Howland, trustee, has succeeded the late J. W. Fairbanks as treasurer of the college.

WALTHAM, MASS.—Mr. G. Walter Williams has resigned his position as principal of the commercial school.

QUINCY, MASS.—Miss Helen Hafim has been elected instructor in modern languages, and Miss Martha E. MacCarty, physical director in Woodward institute. This school is to all intents and purposes a girls' department of the high school.

Frank O. Jones, supervising principal of the Dwight district public schools, New Haven, Conn., has accepted the position of superintendent of the public schools of Prospect, Conn. Prospect has less than ten teachers, but a law passed by the last general assembly allows the town to engage a principal who will devote something like one day a month to the town school needs. The town pays one-quarter of the superintendent's salary and the state the remainder.

Principal Morrill, of the New Haven, Conn., state normal school, announces that the demand for teachers in that state, at present, is greater than at any time since the school was established.

There are eight township schools in Mad River, Moorefield, and Harmony, Ohio, that have not been opened this fall and cannot be opened until teachers are secured. There is a dearth of teachers, due to the fact that the salaries paid are considered insufficient. It is said that many teachers in the rural districts have deserted the country and gone to the city to take places as motormen and conductors on the street railways, because the pay is better.

Supt. A. B. Graham says the trouble is due largely to the fact that the poorest workman on the streets receives as much on an average as the country teacher.

ANDOVER, MASS.—Phillips academy has opened with forty-one more boys than last year at the same time. The faculty has been increased to twenty-five so as to reduce the size of the divisions. Mr. Robert P. Keep, of Yale university, has been appointed instructor in Latin French; Mr. C. C. Scheffy, a graduate of Harvard, instructor in English, Mr. George H. Richards, Yale, in-

structor in mathematics. Mr. Rossiter Howard, a graduate of Harvard, has been given the entire charge of the music in the academy. He will also train both the academy and the chapel choirs, as well as give class and private instruction in music. Brothers Field has been opened for the use of the students. This gives them unusual advantages for gymnastic exercises.

Lenox Academy Centennial.

The one hundredth anniversary of the founding of Lenox, Mass., academy was celebrated on Oct. 1. An historical address was made by Thomas Post, of Lenox, chairman of the board of trustees. Addresses were also made by President Matthew Buckman, of the University of Vermont, and Dr. Henry Hopkins, president of Williams college.

Lenox academy was incorporated and the building erected in 1803. The first principal was Levi Glenzen, a graduate of Williams. The following were his successors: John Hotchkiss, 1823-1847; Josiah Lyman, 1847-49; Timothy A. Hazen, 1849-51; Matthew W. Buckman, Judson Aspinwall, Henry Sabin, Mr. Bullard, and Mr. Cole, 1851-65. The academy was suspended from 1866 to 1879, when steps were taken to restore it to its former usefulness.

Building for Simmons College.

An important addition to the already numerous and important educational institutions of Boston, is the Simmons college, the woman's institute for practical and scientific education, provided thru the will of the late John Simmons.

The accompanying cut represents the buildings of the college as they will look when erected in the Back Bay Fens of Boston. The site is on Worthington street, close to the new buildings of the Harvard medical school, and it has a frontage of 500 feet on Boston's famous "Fenway."

The central building of the group is the only one to be built at present, the college requiring additional funds before the entire group of buildings can be erected. It is expected that this building will be ready for occupancy about October 1, 1904. The general design will be of simple classic style, the building being three stories in height, and ornamented with a turret in the center. The material for the exterior finish will be limestone, with gray-mottled brick and terra-cotta cornices.

For the present, the administration offices will be in the new building, but eventually they will occupy a separate structure. On the first floor will be six good-sized offices. A twelve foot corridor will run the entire length of the floor, dividing it about the middle. A transverse corridor will run thru the building from the entrance, and lead to a lecture-room in the rear. The general lecture-room will be on the right of the corridor and will have a seating capacity of about two hundred. The science lecture-room will be on the opposite side of the corridor and will seat 150 persons.

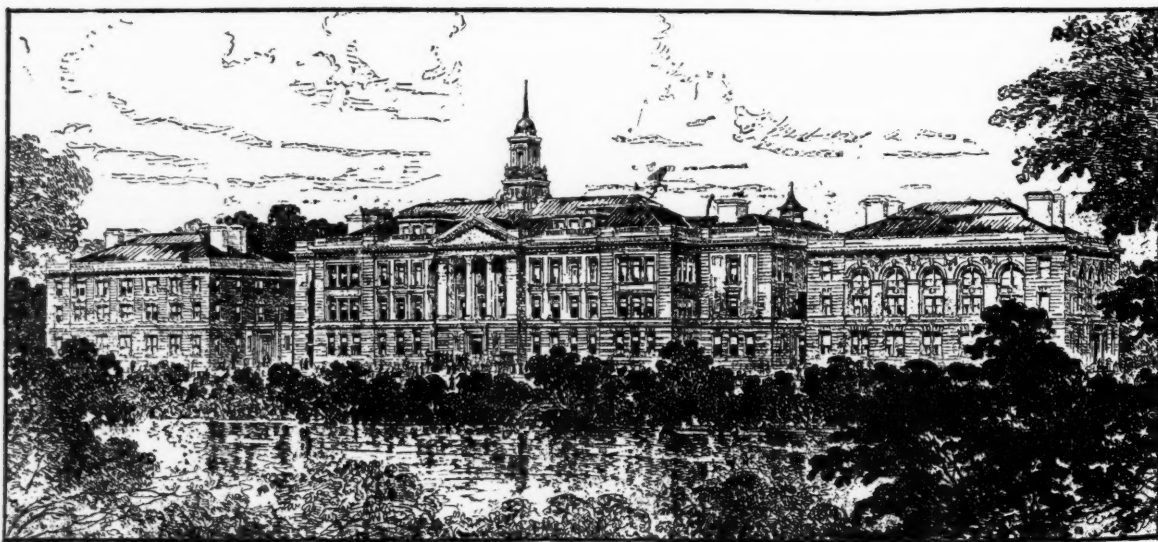
Adjoining each of the lecture-rooms will be a room devoted to typewriting. On the left wing of the first floor will be the physical laboratory, a room about thirty feet by sixty. On the second floor will be nine classrooms, twenty-seven feet square. The chemical laboratory will occupy the left wing, while the right will be occupied by the biological laboratory. The third floor will be devoted to class-rooms, the cooking school, and the school library.

One elevator will be installed, and arrangements will be made for a second one as occasion may demand. The basement will be given up to the heating and ventilating apparatus. All the equipment will be the most complete and modern of its kind.

Opening of Germanic Museum.

Elaborate preparations are being made for the formal opening of the new Germanic museum at Harvard university, in which the gifts from Emperor William have been installed during the summer. On the afternoon of Nov. 10 a meeting will be held, at which the German ambassador Baron von Sternberg, will make the formal presentation of the emperor's gifts, and President Eliot will accept them on behalf of the university. Prof. H. C. von Jagemann will preside, and Carl Schurz, president of the Germanic Museum association, Prof. Kuno Francke, curator of the museum, and Andrew D. White, former ambassador at Berlin will speak.

In the evening three short German plays will be given in Sanders theater by the Irving Place theater company of New York. Heinrich Conried has offered to pay all the expenses of the performance. This will be the third time that Mr. Conried has produced classical German plays for the benefit of the museum.



Buildings of Simmons College, Boston, as they will look when completed.

Books

on Education

The Psychology of Child Development

By IRVING KING. 280 pp., 12mo., cloth; *net*, \$1.00; postpaid, \$1.12.

The Place of Industries in Elementary Education

By KATHARINE ELIZABETH DOPP. 208 pp., 12mo., cloth; *net*, \$1.00, postpaid, \$1.10.

Studies in Logical Theory

Edited by JOHN DEWEY, with the co-operation of members and fellows of the Department of Philosophy. xiv+300 pp., 8vo., cloth; *net*, \$2.50, postpaid, \$2.62.

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Literary Notes.

A descriptive book on spiders, for children, has been prepared by Alice Jean Patterson, which A. C. McClurg & Company are bringing out under the title, "The Spinner Family." A frontispiece in colors and illustrations are supplied from drawings by Bruce Horsfall.

Alice Barber Stephens' calendar of child pictures entitled "The Morning Glow of Childhood," which strikes an entirely new note in modern calendar making, was recently published by Harper & Brothers. The calendar consists of pictures of little children as their mother sees them. Mrs. Stephens is justly famous for her work in this difficult and delicate field.

Tour to the Pacific Coast.

Via Pennsylvania Railroad, Account Meeting National Bankers' Association.

On account of the meeting of the National Bankers' Association, to be held at San Francisco, Cal., October 20 to 23, the Pennsylvania Railroad Company offers a personally-conducted tour to the Pacific Coast at remarkably low rates.

This tour will leave New York, Philadelphia, Baltimore, Washington, and other points on the Pennsylvania Railroad east of Pittsburg, Wednesday, October 14, by special train of the highest grade Pullman equipment. A quick run westward to San Francisco will be made, via Chicago, Omaha, Cheyenne, and Ogden.

Five days will be devoted to San Francisco. Returning, the special train will run to Los Angeles, where two days will be spent among the resorts of Southern California. Santa Barbara, Del Monte, Salt Lake City, Colorado Springs, Denver, and St. Louis will be visited on the journey eastward. The party will reach New York on the evening of November 4.

Round-trip rate, covering all expenses for eighteen days, except five days spent in San Francisco, \$190.

Rates from Pittsburg will be \$5 less. For full information apply to Ticket Agents, or Geo. W. Boyd, General Passenger Agent, Broad Street Station, Philadelphia, Pa.

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If you have ever taken a summer railroad trip you will enjoy the "Story of Phoebe Snow," which describes in a series of dainty pictures the experiences of a pretty girl who went to Buffalo. The illustrations are in seven colors, each reproducing a design of the girl in white which the Lackawanna Railroad has made so familiar in the last few months. The booklet has a particularly pleasing cover and will afford considerable amusement, besides giving information which every traveler ought to know. It will be sent in response to request, accompanied by two cents in stamps, to T. W. Lee, General Passenger Agent, New York city.

Prof. Guy Carleton Lee, of Johns Hopkins university, has prepared "The True History of the Civil War," which the J. B. Lippincott Company are to publish in an illustrated book of 500 pages.

The B. F. Johnson Publishing Company of Richmond, Va., has issued an English grammar, by D. C. A. Smith, of the University of North Carolina. The book is the third in "Our Language" series by Smith and McMurtry. The first two numbers in the series by Mrs. Lida B. McMurtry, of the Illinois state normal school, are in preparation.

Selections from the works of seventeen classic Latin authors in English translations are contained in a volume of "Masterpieces of Latin Literature," edited by Dr. Gordon Jennings Laing, of the University of Chicago, and published by Houghton, Mifflin & Company. Accompanying these are short biographical sketches of the several authors, and notes. Considerations of space have excluded from the list some authors of the first rank. The translations have been chosen for their real excellence, in the editor's judgment, irrespective of the name or reputation of the translator.

It is a convenient volume, giving, so far as can be, a just survey of Latin literature from Terence, thru Cicero, Virgil, and Horace, down to Pliny the Younger and Apuleius.

Among the text-books recently published by the American Book Company are four of special interest. Prof. Charles Wright Dodge, of the University of Rochester, has made a revision and re-arrangement of Orton's "Comparative Zoology" in a volume called "General Zoology: Practical, Systematic, and Comparative." Following the recommendation of Mme. Foa's "Le Petit Robinson de Paris," by the Committee of Twelve as a suitable book for college preparatory study in French, Louise de Bonneville has edited that work with notes and vocabulary. "Stories of Great Artists" contains some charming sketches by Olive Brown Horne and Katharine Lois Scobey, accompanied by reproductions of paintings. The volume makes one of the "Eclectic School Readers." The fourth book is "Primary Arithmetic," by President William J. Milne, of the New York State Normal college, one of fourteen volumes by the author, on arithmetic, algebra, and geometry.

Oberlin college, Oberlin, Ohio, has received a gift of \$25,000 from an unknown donor.

Dr. H. G. Remsnyder says: A lady was suffering with headache and vomiting. I prescribed antikamnia tablets and when next I saw her, she informed me that the medicine I gave her, not only relieved the headache, but also the vomiting. Having other cases on hand, I gave each of them antikamnia in five-grain tablets and was delighted to find that every case was benefited thereby.—Hospital Bulletin.

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For New Yorkers the most interesting article in *Scribner's* for October is the one on "The Wastes of a Great City," in which John McGaw Woodbury tells how the ashes, garbage, and sweepings of New York are disposed of. Among the other articles in this issue are "The Southwest from a Locomotive," by Benjamin Brooks; "State Universities," by W. S. Harwood, and "Some Phases of Trade Unionism," by Walter A. Wyckoff. The illustrations are numerous, among them being several colored page plates.

Harper's Bazar for October is a fashion number, containing numerous illustrations and descriptions of fall styles. "The Memoirs of a Baby" by Josephine Daskam, has reached its seventh instalment, which deals with spontaneous ejaculations. This bright contribution, with the charming illustrations by T. Y. Cory, will attract all sorts of readers. Orson Lowell has given expression to many pretty fancies in the narrative and illustrations of the contribution entitled "The Story of the Ensmalling Glass."

Harper's Magazine for October has a great variety of contributions and wealth of illustrations, both plain and colored. The contributors of stories include Margaret Deland, Alice Brown, Jennette Lee, Susan Keating Glaspell, Mary Tappan Wright, van Tassel Sutphen, and J. J. Bell, and of poems, Ernest Rhys, Josephine Coston Peabody, Fanny Kemble Johnson, Richard Arthur, Edith M. Thomas, Louise Morgan Sill, Richard Le Gallienne, and Augustus Wright Bomberger. "Industrial Education in the South," by Mary Applewhite Bacon, is an article of much interest to educators.

The leading articles in *McClure's* for October are "Chicago: Half Free and Fighting On," by Lincoln Steffens, showing that the people can rule, if they will; John La Farge on "Corot, Rousseau, and Millet," illustrated in tint, and six illustrated stories, including a "Red Saunders" story, by Henry Wallace Phillips.

Henry Holt & Co. are publishing in this country, in conjunction with J. M. Dent & Company, London, the Temple School Shakespeare. The special features of the volumes include a large-type text, introduction, and notes of a literary rather than philological character, together with a glossary.

Houghton, Mifflin & Co., are publishing a new edition of "The Children's Book," the popular volume of stories and poems selected by the late Horace E. Scudder. In addition to the illustrations of earlier editions, the new one will contain sixteen new full-page pictures.

The Royal Month and the Royal Disease.

Sudden changes of weather are especially trying, and probably to none more so than to the scrofulous and consumptive. The progress of scrofula during a normal October is commonly great. We never think of scrofula—its bunches, cutaneous eruptions, and wasting of the bodily substance—without thinking of the great good many sufferers from it have derived from Hood's Sarsaparilla, whose radical and permanent cures of this one disease are enough to make it the most famous medicine in the world. There is probably not a city or town where Hood's Sarsaparilla has not proved its merit in more homes than one, in arresting and completely eradicating scrofula, which is almost as serious and as much to be feared as its near relative, consumption.

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